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OF THE

STATE NORMAL SCHOOL,

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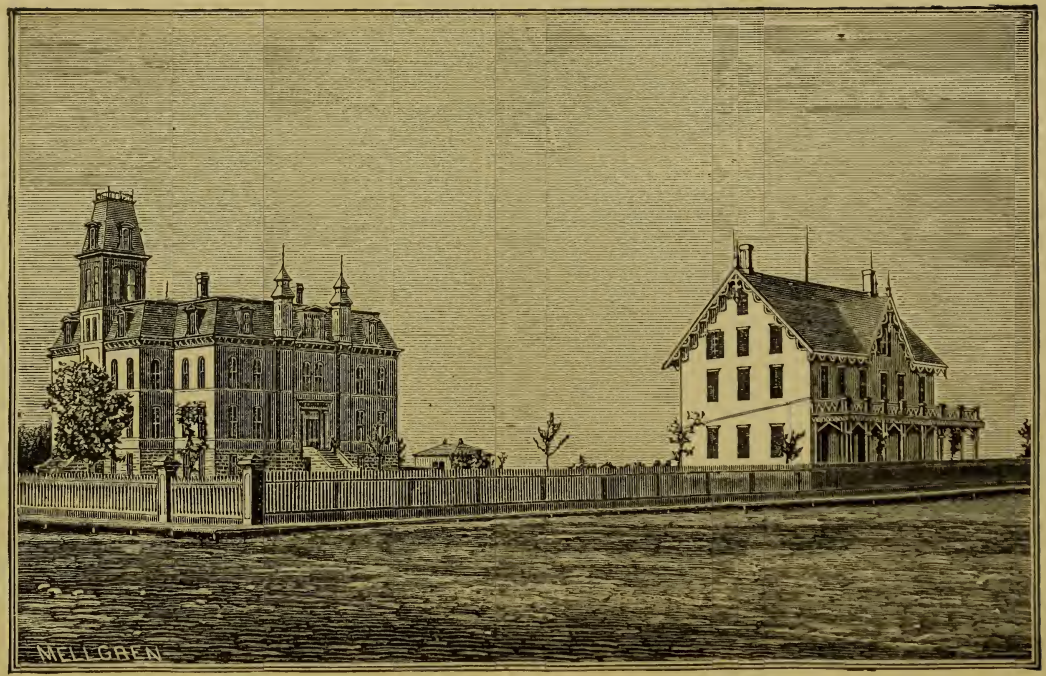
St. Cloud, Minnesota.

FOR 1885-1886.

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STATE NORMAL SCHOOL AND (PRESENT) LADIES' HOME, ST. CLOUD, MINN.

ANNUAL CATALOGUE

OF THE

STATE NORMAL SCHOOL

AT

ST. CLOUD, MINNESOTA,

FOR THE

School Year ending May 27th, 1885,

WITH

ANNUAL CIRCULAR

FOR THE

YEAR 1885-86.

ST. CLOUD, MINN.
JOURNAL-PRESS STEAM PRINT.
1885.

C
M66nsH
1884-85

Calendar for 1885-1886.

FIRST TERM--19 WEEKS.

Entrance Examinations, - - -	August 27 and 28, 1885.
Work of the Term begins, - -	August 31.
First Term ends, - - - - -	January 14, 1886.

SECOND TERM--19 WEEKS.

Entrance Examinations, - - -	January 20 and 21, 1886.
Work of the Term begins, - -	January 20.
Second Term ends, - - - -	June 2.

HOLIDAY VACATION.

Begins at noon, - - - - - - -	December 23, 1885.
Closes at 8:30 o'clock, A. M., -	January 6, 1886.

COMMENCEMENT WEEK.

Model School Entertainment, -	May 31, 1886.
Class Day, - - - - - - - -	June 1.
Alumni Reunion, - - - - -	June 1.
Graduation Exercises, - - -	June 2.

HON. D. L. KIEHLE,

Superintendent of Public Instruction.

STATE NORMAL BOARD,

1885-1886.

Hon. H. B. WILSON, President, - - - - Red Wing.
Hon. D. L. KIEHLE, *Ex-officio* Secretary, - - St. Paul.
Hon. C. H. BERRY, Resident Director, - - - Winona.
Hon. W. B. MITCHELL, Resident Director, - St. Cloud.
Hon. GEO. T. BARR, Resident Director, - - Mankato.
Prof. SANFORD NILES, - - - - - - Rochester.
Hon. J. C. WHITNEY, - - - - - - - Minneapolis.

Annual meeting of the Board on the first Tuesday in June, at the office of the Secretary in St. Paul.

206462

Faculty of Instruction.

THOMAS J. GRAY, President,
Mental Science, School Economy and Science of Education.

C. W. G. HYDE, Institute Conductor,
School Economy, History, Penmanship and Accounts.

ISABEL LAWRENCE,
Methods and Superintendent of the Training School.

G. W. GILLETTE,
Natural Science.

ADA A. WARNER,
Botany, Geometry, Trigonometry and Geography.

WAITE A. SHOEMAKER,
Arithmetic, Algebra and Astronomy.

MARY F. WHEELOCK,
Latin, Civil Government and Grammar.

ROSE A. JOSLIN,
Rhetoric, English Literature, Reading and Elocution.

KITTIE W. ALLEN,
Librarian, English Grammar and Geography.

IDA E. PAGE,
Critic in Training School.

CARRIE E. GRAHAM,
Critic in Training School.

MRS. A. V. WHITING,
Matron of the Ladies' Home.

JOHN BUCKMAN,
Janitor.

Catalogue of Students for 1884-1885.

NORMAL DEPARTMENT.

SENIOR CLASS.

Bach, Hannah L.	St. Cloud,	Minn.
Barnes, Lewis S.	Stillwater,	Minn.
Fourt, Lavinia	Wadena,	Minn.
Huntsman, Sarah G.	Minneapolis,	Minn.
Little, Clara J.	Richardson,	Wis.
Metzroth, Susanna	St. Cloud,	Minn.
Stevens, Charles M.	Clearwater,	Minn.
Stanton, Edward S.	Sauk Rapids,	Minn.

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JUNIOR CLASS.

Ayer, Ina	Belle Prairie,	Minn.
Chadbourne, Sarah	Princeton,	Minn.
Cossairt, Samuel	Eden Lake,	Minn.
Doran, James H.	Champlain,	Minn.
Green, Jessie F.	Herman,	Minn.
Huntsman, Mary L.	Minneapolis,	Minn.
Wilson, Nettie E.	St. Cloud,	Minn.

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A CLASS.

Bailey, Harry C.	Santiago,	Minn.
Bowen, Alice	South Side,	Minn.
Covell, Burton	Fergus Falls,	Minn.
Covell, Burness S.	Fergus Falls,	Minn.
Fitch, Anna M.	Henderson,	Minn.
Hyde, Henry M.	Clifton Springs,	N. Y.
Kimball, Cecilia	Fair Haven,	Minn.
Martin, James A.	Cambridge,	Minn.
Meyers, Estelle E.	Maine Prairie,	Minn.
Peterson, Peter T.	Gilchrist,	Minn.
Pierce, Mariette L.	St. Paul,	Minn.
Page, Luna	Pine Island,	Minn.
Roy, William A.	Maple Lake,	Minn.
Sauntry, Julia A.	Minneapolis,	Minn.
Stone, Amy M.	Pine Island,	Minn.
Wakefield, Mary E.	Forest City,	Minn.
Wolcott, Marion	West Union,	Minn.

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B CLASS.

Baxter, Elizabeth	Minneapolis,	Minn.
Bittrich, Theresa M.	St. Paul,	Minn.
Bohannon, Isabel	Brooklyn Centre,	Minn.
Bradford, Belle	Minneapolis,	Minn.
Bowen, Sarah E.	South Side,	Minn.
Campbell, Jennie E.	St. Cloud,	Minn.
Carlin, Catherine	Clear Lake,	Minn.
Connell, Mary	Watab,	Minn.
Delaney, Minnie	St. Cloud,	Minn.
Dunnewold, Judith	Duelm,	Minn.

Fogelsonger, Laura	Long Lake,	Minn.
Galernault, John	Sauk Rapids,	Minn.
Garborg, Samuel	Grinnell,	Iowa.
Garborg, Abel	Clear Lake,	Minn.
Geer, Jessie J.	Burbank,	Minn.
Gilman, Beulah G.	St. Cloud,	Minn.
Hammons, Lucy	Anoka,	Minn.
Hart, Laura M.	Barnesville,	Minn.
Hoagland, Addie	Wayzata,	Minn.
Huber, Mary	St. Cloud,	Minn.
Huntsman, Bertha F.	Minneapolis,	Minn.
Knowlton, Frederick	St. Cloud,	Minn.
Knowlton, Mattie E.	St. Cloud,	Minn.
Lockwood, Addie M.	Brooklyn Centre,	Minn.
Lerwick, Lewis	Dalton,	Minn.
Manz, Emma	Paynesville,	Minn.
McMillan, William	Dayton,	Minn.
Miller, Margaret	St. Cloud,	Minn.
Moore, Anna R.	Stacy,	Ill.
McCusker, Margaret	Litchfield,	Minn.
Nessel, Elizabeth	Rush City,	Minn.
Oakes, Celia J.	Clearwater,	Minn.
Pedley, Jennie	Little Falls,	Minn.
Putnam, Herbert	Maine,	Minn.
Pierce, Harriet E.	Sauk Rapids,	Minn.
Porter, Clara	Aitken,	Minn.
Phipps, Holly	Paynesville,	Minn.
Reed, May I.	Hancock,	Minn.
Reinhard, Alphonse	St. Cloud,	Minn.
Riley, Mary	Grove Lake,	Minn.

Ruggles, Addie L.	Hagar,	Mich.
Smith, Mary H.	Clearwater,	Minn.
Stevenson, Anna M.	St. Cloud,	Minn.
Wakefield, Nellie	Royalton,	Minn.
Wilson, Ole K.	Gilchrist,	Minn.
Wolhart, Ellen M.	Rices Station,	Minn.
Young, Mary	Wadena,	Minn.

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C CLASS.

Adamson, Francis O.	Holmes City,	Minn.
Arseneau, John	St. Cloud,	Minn.
Atwood, Edwin W.	Maine Prairie,	Minn.
Bailey, Ella	Santiago,	Minn.
Barnes, Henrietta J.	St. Cloud,	Minn.
Barry, Maria M.	Barry,	Minn.
Belknap, Linnie	Minneapolis,	Minn.
Belton, Mary	Ward,	Minn.
Berg, Nettie C.	Battle Lake,	Minn.
Bigelow, Hattie	Santiago,	Minn.
Blattner, John M.	Duelm,	Minn.
Boehm, John C.	Rich Prairie,	Minn.
Bold, William	Cold Springs,	Minn.
Bowing, Albert E.	St. Cloud,	Minn.
Bowing, Harry C.	St. Cloud,	Minn.
Boylan, Anna L.	Paynesville,	Minn.
Bradshaw, Alfred C.	Pelican Rapids,	Minn.
Bretzke, Mary	Fair Haven,	Minn.
Brown, May P.	Maine Prairie,	Minn.
Cambell, Gertrude	Clearwater,	Minn.
Clark, Albert	St. Cloud,	Minn.

Clute, Nellie V.	Mormontown,	Iowa.
Colburn, Maria	Hawley,	Minn.
Colgrove, Frances A.	Clearwater,	Minn.
Corcoran, Katie A.	Corcoran,	Minn.
Cross, Annie C.	Sauk Rapids,	Minn.
Denton, Mary	Groton,	Dak.
Denton, Edith	Groton,	Dak.
Dill, Victoria M.	Wabasha.	Minn.
Dow, Nellie M.	St. Cloud,	Minn.
Dye, Ada	Eden Lake,	Minn.
Eaton, Nellie M.	Lincoln,	Neb.
Engdahl, Hilda	North Branch,	Minn.
Epler, Mary J.	Otter Tail,	Minn.
Epler, Cora B.	Otter Tail,	Minn.
Fay, Anna	St. Cloud,	Minn.
Ferrin, Mabel A.	St. Cloud,	Minn.
Flint, Elvira	Leaf Valley,	Minn.
Gans, Peter J.	St. Cloud,	Minn.
Gates, Lillie A.	Harrison,	Minn.
Geer, Henrietta	Burbank,	Minn.
Getchell, Carrie A.	Brockway,	Minn.
Getchell, Lottie H.	St. Cloud,	Minn.
Getchell, Walter	St. Cloud,	Minn.
Gilkinson, Andrew	Kingston,	Minn.
Gillpatrick, Henrietta	Royalton,	Minn.
Gorst, Mary A.	Fort Ripley,	Minn.
Gray, Harrison	St. Cloud,	Minn.
Harris, Alfred J.	McCauleyville,	Minn.
Harris, Mary J,	McCauleyville,	Minn.
Hedlund, Christina L.	St. Cloud,	Minn.

Heinen, Joseph	Torah,	Minn.
Hengel, Peter J.	Rockville,	Minn.
Howell, Josephine	Johnson,	Minn.
Hoyt, Freeland	Maine Prairie,	Minn.
Huber, Lavina	St. Cloud,	Minn.
Hunter, Mary M.	Breckenridge,	Minn.
Hyatt, Harry C.	St. Cloud,	Minn.
Jacobs, John	Cold Springs,	Minn.
Jansky, Christian J.	St. Cloud,	Minn.
Johnson, Alice	Fargo,	Dak.
Johnson, Hattie	Pomme de Terre,	Minn.
Jones, Addie M.	Minneapolis,	Minn.
Kinnie, Gussie	Pelican Rapids,	Minn.
Kirk, Effie	Clearwater,	Minn.
Kirk, Ella M.	Clearwater,	Minn.
Larson, Annie	Garfield,	Minn.
Lee, Arthur B.	Clearwater,	Minn.
McCrea, Anna	Perham,	Minn.
Mathewson, Nellie S.	Pelican Lake,	Minn.
Maxson, Amelia	Maple Plain,	Minn.
Maxson, Olive L.	Maple Plain,	Minn.
May, Edward P.	Little Sauk,	Minn.
Mitchell, Elizabeth	Fergus Falls,	Minn.
Mitchell, Lizzie J.	Eden Prairie,	Minn.
Morgan, Alpha	St. Cloud,	Minn.
Moulin, Mary	St. Cloud,	Minn.
Nolan, Mary	Sauk Rapids,	Minn.
Norton, Edwin J.	Clear Lake,	Minn.
O'Connor, Edward	Benson,	Minn.
O'Connor, Josephine	Benson,	Minn.

Owens, Minnie	Thompson,	Minn.
Paulson, Andrew E.	Hillsboro,	Dak.
Perkins, Clara A.	Princeton,	Minn.
Prater, Elijah	Bloomington,	Ky.
Pratt, Lucius L.	Princeton,	Minn.
Rauk, Anna	Minneapolis,	Minn.
Raymond, Nettie	St. Cloud,	Minn.
Rathbun, Edward	St. Cloud,	Minn.
Reeves, Anna J.	Eden Lake,	Minn.
Redoute, Mary	Alexandria,	Minn.
Rist, Sophia	Brunswick,	Minn.
Reiter, Henry	Rockville,	Minn.
Rider, Belle	Stillwater,	Minn.
Rogers, Nellie M.	St. Cloud,	Minn.
Rogers, Charles	St. Cloud,	Minn.
Sanders, Minnie,	Alexandria,	Minn.
Sander, Martha	St. Paul,	Minn.
Schenck, Horace B.	St. Cloud,	Minn.
Shaleen, Hannah	Centre City,	Minn.
Sherman, Emma	Battle Lake,	Minn.
Smith, M. Louise	Clearwater,	Minn.
Smith, Helen E.	Clearwater,	Minn.
Smith, Harry	St. Cloud,	Minn.
Snow, Mabel	St. Cloud,	Minn.
Snow, Ada H.	St. Cloud,	Minn.
Spriestersbach, Charles P.	Sauk Centre,	Minn.
Stearns, Anna F.	St. Cloud,	Minn.
Stauffer, Effie E.	Burbank,	Minn.
Sundberg, Selma	Cokato,	Minn.
Supple, Mary	St. Cloud,	Minn.

Supple, Ella	St. Cloud,	Minn.
Tibbetts, Anise A.	Aitken,	Minn.
Utsch, Herman M.	North Prairie,	Minn.
Veeder, Etta	Getty,	Minn.
Vivian, Kittie	Alexandria,	Minn.
Vogel, Geo. W.	Star Lake,	Minn.
Walkley, Rose	Maine Prairie,	Minn.
Walker, Laura E.	Brainerd,	Minn.
Waite, Clarke	St. Cloud,	Minn.
Weber, Nicholas K.	Luxemburg,	Minn.
Whittemore, Idella	St. Cloud,	Minn.
Weiser, Hattie C.	Valley City,	Minn.
Wiley, Lizzie	Rices Station,	Minn.
Wilder, Clara	Shakopee,	Minn.

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SPECIALS.

Clark, Ellen	St. Cloud,	Minn.
Chandler, William	Strawberry Point,	Iowa.
Clancy, Carlotta W.	Beatrice,	Neb.
Cooper, Arthur C.	St. Cloud,	Minn.
Brower, Josie	St. Cloud,	Minn.
Fridley, Don	Becker,	Minn.
Hubbard, Alfred E.	St. Cloud,	Minn.
Justice, Chas. S.	St. Cloud,	Minn.
Lucas, Laura	Faribault,	Minn.
McClure, Shepard	St. Cloud,	Minn.
McMurchy, Wilton	Brainerd,	Minn.
Paddock, Ella	Maine Prairie,	Minn.

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PREPARATORY DEPARTMENT.

Andrews, Della	Burbank,	Minn.
Ayers, Annie	Haven,	Minn.
Ayers, Susie	Haven,	Minn.
Bailey, Minnie	Santiago,	Minn.
Beaudreau, Celestina	St. Cloud,	Minn.
Burgh, Magnus P.	Appleton,	Minn.
Brunning, Bernard		
Bleedorn, Gustave	Watertown,	Minn.
Brand, Libbie		Ky.
Carrick, Etta M.	Otsego,	Minn.
Eich, Henry	St. Cloud,	Minn.
Fox, Mary	Dayton,	Minn.
Helmer, Emmett	Paynesville,	Minn.
Herberger, Joseph	St. Cloud,	Minn.
Hurley, Frank		
Hunt, Spencer		
Ickler, Minnie	St. Paul,	Minn.
Keough, Matthew W.		
Keopp, Gustave		
Kirk, Samuel B.	Clearwater,	Minn.
Knickerbocker, Etta	Clearwater,	Minn.
Knickerbocker, Emma	Clearwater,	Minn.
Karles, Nicholas	St. Cloud,	Minn.
Moke, Bernard		
Mockenhaupt, August	St. Cloud,	Minn.
O'Brien, Katie	Haven,	Minn.
Oltman, Charles	Rices,	Minn.
Roy, John B.	St. Paul,	Minn.
Sargent, Florena	Osakis,	Minn.

Shaw, Judson	St. Cloud,	Minn.
Shaw, Olive	St. Cloud,	Minn.
Sloan, Louise	St. Cloud,	Minn.
Smith, Ollie	St. Cloud,	Minn.
Stanley, Alice	Sauk Rapids,	Minn.
Thovsen, Olaf	Gilchrist,	Minn.
Weyrens, Matthew G.	Eden Lake,	Minn.
Weins, Peter	Cold Springs,	Minn.
Westurn, Lettie	St. Cloud,	Minn.
Weber, Peter J.	Luxemburg,	Minn.
Zabel, Albert	Paynesville,	Minn.

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GRAMMAR DEPARTMENT.

Aerne, Robert	Martin, Samuel
Andrews, Alonzo	Nierenhausen, John
Bonham, Willard	Noel, William
Bauler, John	Noel, May
Bowen, Leslie	Noel, Adolphus
Bach, Lena	Orth, August
Ball, Forest	Paulson, Anna
Ball, May	Rausch, Nicholas
Baitinger, John	Rausch, John
Brauch, John	Robertson, Winnie
Brauch, Mary	Soule, Bennie
Brandrup, Thomas	Soule, Ariel
Bruckart, Blanche	Smith, Harry
Brunning, Bernard	Smith, Henry
Forman, Clifton	Savercool, Jennie
Fritz, Andrew	Schaefer, Emma

Gilman, Lucile
Getchell, Frank
Goetten, Peter
Griebler, Joseph
Hyde, Leon
Handrahan, Eddie
Hartmann, Charles
Justice, Jessie
Karels, Mary
Karels, Nicholas
Leisen, Joseph
Latsch, Lewis
Marlatt, John
Schaefer, John
Seberger, Theresia
Schoenleben, Moses
Schwartz, Willie
Schwartz, Joseph
Tenvoorde, Theodore
Vossberg, Eddie
Westurn, Warren
Wetzel, Mathew
Wakefield, Lewis
Wartemberg, Anton
Wegner, August
Zimmermann, Nicholas

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PRIMARY DEPARTMENT.

Aspinwall, Grace
Baxter, Nellie
Bruckart, Leigh
Beebe, Willie
Gray, Mabel
Gray, Jessie
Gray, Elsie
Hyde, Wilfred
Hansen, Flora
Hubbard, Blanche
Marvin, Cora
Marvin, Charlie
Marvin, Henry
Magnuson, Eddie
McKelvy, Maggie
Noel, Walter
Noel, Mary
Rabeschung, Mary
Smart, Ina
Setzer, Hattie
Shaw, Kittie
Schuman, Egan
Schaefer, John
Temple, Agnes
Wilson, Neva
Wakefield, Roy
Whitman, Luther

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Recapitulation.

NORMAL DEPARTMENT.

Advanced Course:

Senior Class,	- - - - -	8
Junior Class,	- - - - -	7—15

Elementary Course:

A Class,	- - - - -	17
B Class,	- - - - -	47
C Class,	- - - - -	125
Specials,*	- - - - -	12—216
Preparatory Department,	- - -	40
Model Department,	- - - -	85
Total Enrollment,	- - - -	341

*Tuition pupils and those taking a part of the course of study.

Graduating Class—May 27, 1885.

ADVANCED COURSE.

NAME.	ESSAY.
Hannah L. Bach	*Agassiz at Penikese.*
Lewis S. Barnes	*Teaching as a Vocation.*
Clara J. Little	*Educational Theories of John Sturm.*
Susanna Metzroth	*The Garden Spider.*
Charles M. Stevens	*Salutatory.—Methods.*

ELEMENTARY COURSE.

Burton Covell	*The Jury System.*
Anna M. Fitch,	*Common Knowledge the Basis of School Work.*
Lavinia Fourt	*Alma Mater—A Meditation.*
Sarah G. Huntsman,	*Should Latin be taught in the State High Schools?*
Cecilia Kimball	*A Letter—Advice to a Brother at College.*
Estelle E. Myers	*Richard Cobden.*
James Martin	*The Hero of Soudan.*
Peter T. Peterson	"*Woodman, Spare that Tree.*"
Luna Page	*The Lay of Melrose.*
Marietta L. Pierce	*Romeo and Juliet.*
Julie Sauntry	*Valedictory.—Unfinished Spires.*
Marion Wolcott	*Child Literature.*

Circular.

PLAN OF INSTRUCTION.

This school has been established for the training of teachers in all that pertains to the organization, instruction and government of common and graded schools. To this end the departments of instruction are:

1. ACADEMIC.

The necessity of this department is made apparent by a consideration of the following facts:

Teachers, consciously or unconsciously, imitate their instructors in their methods of work. More especially is this true in the case where pupils leave schools to teach in which no particular attention is paid to methods of imparting knowledge. Such pupils go forth with no awakened thought upon the importance of correct methods, and with all their attention fixed upon the matter to be taught, so they repeat what they have seen, both as to the art of instruction and the management of the school. Nowhere is the maxim laid down by Knight more true than here. He says, "Imitators copy their originals in the inverse ratio of their merits, adding as much to their faults as they detract from their virtues."

The schools from which the Normal School is supplied with students cannot send forth those who are thoroughly prepared in the subject matter of the various branches as long as it remains even approximately true that not more than one in five of the teachers have any special training for their work. While it may be admitted to be theoretically desirable to confine the work of Normal Schools to strictly professional subjects, practically the scheme is not realizable in fact. This is the experience of all Normal Schools, and has remained so for fifty years.

The child asks concerning the world about him, "What is it?" The primary and intermediate schools answer by bringing him in contact with things. The youth adds a thought and inquires, "How is it?" The high school replies by bringing things into their relations, thus introducing the scientific aspect of the world. The man asks, "Why is it?" The college makes answer by carrying the inquirer out to the philosophic ground of the objects of thought. Now the Normal School is neither one nor all of these. But as it must fit adult minds to teach the various grades, from the child to the man, it must deal with these several aspects of knowledge. Thus does it require of, and impart to its pupils a breadth of culture in a department of thought quite as important as that covered by the college, or any technical or professional school.

This renders it necessary to give much attention to the various branches of the common school course. They need to be known not only as to fact but alike in their scientific and philosophic phases.

2. PROFESSIONAL.

The artisan must study the quality and capacity of his material. He who trains mind must acquaint himself with its peculiarities, its laws, and condition of development. Hence the pupil is given a thorough course in Mental Science upon which is based a full course in Methods of Teaching. The trend of this work may be seen in Sully's Psychology. For the teacher, not only must the various mental and moral powers become known as objects of thought, but he must be made acquainted with the method of *training* them, of calling them into proper exercise at his will. As the musician plays upon his instrument, so does the teacher need to control the intellectual, emotional and volitional powers of his pupil. Methods of Teaching are not, as has been conjectured, a training to formal and mechanical plans of hearing lessons, but an application of known laws of mind to instruction in the various branches. They are quite as much a part of the *scholarship* of the teacher as Physiology is a part of the learning of the physician. The subjects of School Organization and Government: the Science of Education, in which the philosophic basis of educational theories and systems is carefully sought out: the History of Education, involving, besides a general review of the subject, a careful study of the work of such men as Sturm, Loyola, Comenius, Rousseau, Locke, Pestalozzi, Froebel, Bacon and others, and School Law are added to this department. Following the work in Mental Science, but preceding the instruction in the detailed methods for teaching the various subjects, this school offers a course of training in the art of teaching, having a relation to the

work in the school room similar to that which the comprehensive treatment of painting or sculpture has to the work of the studio. A portion of the principles upon which this course is based may be seen in the following

OUTLINES OF THE ART OF TRAINING.

"*Training is knowledge realizable in practice with the quickness of an instinct.*" —BAIN.

GENERAL METHOD.

Ideas of each principle are first developed, then the principle is applied in the practice of the art, until both art and science are perfected by their natural reaction upon each other.

I. The art of analyzing subject-matter and arranging its elements in a logical order, and in an order in which the mind of the learner is capable of receiving it.

NOTES.

(1) Text-books analyze subject-matter and arrange it in logical order, but seldom is the order in detail one in which the mind of the learner is capable of receiving it; hence the necessity of the teacher's possessing the art of such arrangement.

(2) If the text-book should attempt to do this work for the teacher, it could only present a "cut and dried" plan fitting a supposed but never an actual case. The teacher must be prepared to originate arrangements adapted to minds of varied capability, having varied training and possessed of varied previous knowledge. No two situations are alike. Hence this art is absolutely necessary to good teaching.

PRINCIPLES.

1. The faculties of the intellect must be appealed to in the order in which they can act; perception, memory, imagination, conception, reasoning.

Still the mind must be exercised as a unity, and not as a "bundle of detached powers."

2. The idea precedes the term: objects before names, thoughts before sentences, knowledge before definitions, real things before their symbols.

Again, "Presentative or intuitive consciousness of an individual object, be it thing, act, or state of mind, immediately present here and now, must precede symbolical consciousness."

3. An order of dependence must be followed.

4. The concrete precedes the abstract.

5. Generals can be gained *only* through a consideration of particulars. First induction, then deduction.

NOTE.

Symbols, general and abstract truths are *nothing*, unless they suggest the real thing, the particular, the concrete. "From nothing, nothing comes."

However, minds possessed of sufficient experience to suggest some of the underlying particulars of a general abstract truth, are greatly strengthened by being presented with its mere form and required to furnish for themselves the particulars necessary to its full content or its verification.

This is no violation of the principle. The general truth is not grasped until *after* the investigation of particulars.

Ideas of terms are filled out in the same way even by children. "Children generalize with few particulars, and then rectify results."—*Taine.*

Hence we have the following principle:

6. The outline should precede details. The indefinite precedes the definite.

7. Knowledge should precede rules. Rules should precede anomalies and exceptions.

8. An epitome systematizes knowledge, and should come *after* it.

9. Proceed from the physical to the mental. Perception of material objects precedes reflection.

10. Proceed from the empirical to the rational.

11. "Every science is evolved out of its corresponding art." The art is in its turn perfected by the science.

12. The individual whole should first be taught, then analysis of the individual into elements, then synthesis of those elements to reform the individual.

13. The individual whole should first be taught, then synthesis of individuals to form classes.

14. First analysis, then synthesis of imitation, then synthesis of invention.

15. Proceed from the simple to the complex.

NOTE.

A simple whole in nature may be found upon analysis to be exceedingly complex. The idea of it as simple should precede the analysis and subsequent synthesis, which result in the idea of it as complex.

16. The unknown should be based upon the known, the connecting links being clear and definite.

17. "The consciousness of difference is the beginning of every intellectual exercise."

18. "Connection of contrasts pervades every step in the growth of an idea."

19. Uniform arrangements facilitate acquirement.

20. The affirmative should precede the negative.

II. The art of rousing the self-activity of the pupil.

PRINCIPLES.

1. What the pupil acquires without aid is more his than it else could be.

2. It is what the pupil does for himself which strengthens his powers.

3. Self-activity is roused by interest.

4. A clear understanding of a subject produces interest. (Hence see principles under I.)

5. "Instruct in such a way that an interest may awake, and remain active for life."

III. The art of impressing what is taught.

PRINCIPLES.

1. One step must be thoroughly mastered before taking the next.

2. "He who knows one thing thoroughly, knows potentially much more."

3. Concentration is necessary to retention.

4. "The revivability of past impressions varies inversely as the vividness of present feelings."—*Spencer.*

5. "Of good heed-taking springeth chiefly knowledge."—*Ascham.*

6. "Practice makes perfect."

7. "Repetition enables the mind to grasp all the manifold ramifications and connections of a piece of knowledge which elude the mind in the first effort of acquirement.

8. Reason should assist memory.

9. Visual feelings are of all feelings most easily reproduced in thought.

IV. The art of cultivating intellectual power.

1. Power acquired by learning lasts longer than the thing learned.

2. The mind is formed by being furnished.

3. Faculties must be cultivated in the order in which they will act.

4. Faculties are developed through the performance of those functions which it is their office to perform.

5. The mind *as a whole* admits of cultivation at every step of development.

6. The strength of any faculty, and the desire to exercise it, are great according as it has been more or less called into activity.

7. The excessive use of one faculty may compromise the power of another.

8. Exercise of powers must be gradual and continuous.

9. The directive and executive faculties are interdependent. The higher the grade of intellectual work, the greater is the dependence.

10. Easy or monotonous exercises injure the mind. Drudgery may stultify the intellect.

V. The art of cultivating the power of expression.

1. Ideas are classified and thoughts made clearer by being expressed. "Every time we say a thing, we get a mechanical advantage in detaching it well and deliverly."—*Emerson.*

2. The ground of all sound knowledge is to understand the meaning of the words that are in your mouths all day long.—*Socrates.*

3. Ideas precede terms, etc. (See second principle under I.)

4. Terms are largely arbitrary. They require to be associated with what they represent.

5. Loose habits of expression create loose habits of thought.

6. Loose habits of expression create the habit of untruth.

7. The possession of words without ideas is like the possession of vast sums of inflated currency. There is a false appearance of wealth; hence the cultivation of conceit. Knowledge of real things cultivates humility.

8. Nothing injures literary style so much as the gaining of words without ideas. "Fill your head with words, and when you get an idea fit it to them. This is the common method, prolific of famished intellects and starveling expressions."—*Whipple.*

VI. The art of cultivating executive powers.

1. The brain is developed through appropriate exercise of physical organs.

2. If due proportion is maintained, muscular power or skill and intellectual power may be acquired at the same time better than each separately.

3. Manipulation of materials corrects superficial ideas derived from words, and prevents conclusions from narrow premises.

4. "Skill to do comes by doing; knowledge comes by eyes wide open and working hands."—*Emerson.*

5. "A pencil is a good microscope."—*Agassiz.*

6. The habit of exactness, hence the moral habit of truth, is cultivated by industrial training.

VII. The art of cultivating moral power.

PRINCIPLES.

1. "Life is kindled by life; hence the highest in children is roused only by example."—*Richter.*

2. "Omit negative propositions; nerve us with incessant affirmations. Don't waste yourself in rejection, nor bark against the bad, but chant the beauty of the good."—*Emerson.*

3. A good or bad habit scarred into the brain pours forth its results almost spontaneously.

"The reiterated choice of good and evil gradually determines character."—*G. Eliot.*

4. For every character, no matter how low its moral plane, there is a possible easy step upward.

5. Order, neatness, beauty of surroundings, discipline, are means toward a moral effect.

6. Injustice and unkindness arise chiefly from incapacity for "imagining ourself to be somebody else"; hence cultivate sympathetic feeling.

7. Moral training should be gradual and continuous. It is as impossible morally as it is intellectually to pass from one grade of power to another without passing through the intermediate steps.

8. The order of moral development is, first, quick, vivid feeling; second, sound judgment; third, right action. These, however, act and react upon each each other.

9. The moral power of a child must develop before it becomes the moral power of an adult. To expect of the child the moral power of the adult is to discourage so as to prevent growth, or to force an unsound development.

10 A wrong thing done lessens the power to do right; hence compulsion may be useful in useful negative results.

11. Positive increase of moral power can arise only through self-control.

12. Not the pupil's feeling toward the teacher, but the teacher's feeling toward the pupil, is significant.

13. To scorn another is to be incapable of rendering him moral assistance.

14. The sunshine of happiness is necessary to healthy moral growth. Continued unhappiness breeds moral disease.

15. Intellectual work and industrial work have much to do with the habit of truth.

NOTE.

Any study, such as natural science, which demands of the learner accurate descriptions of personal observations, tends to cure the habit of exaggeration. Any manual labor which must be done exactly, to be right, tends to cultivate the habit of truth.

VIII. The art of economizing power in the school-room.

PRINCIPLES.

1. The secret of thrift is knowledge. Knowledge of the laws and nature of an art enable you to work at it easily, surely, rapidly and successfully.—*Kingsley.*

2. Secure the "greatest good to the greatest number."

3. The more concentrated the teaching, the more comprehensive and efficient the instruction.

4. "Learners should not do with their teachers what they can do by themselves, in order that they may have time to do with their instructor what they cannot do by themselves."—*Marcel.*

5. More excitement than is necessary to impress the point is wasteful. A brilliant experiment may be the least instructive.

6. It is wasteful to spend much time and power in cultivating a mind in a direction in which it is *radically* defective.

7. Concentrate the beginnings of knowledge. After the fire has caught you may trust it to spread of itself.

8. Method without flexibility, which ceases to be a means and becomes an end, is a hindrance rather than a help.

9. Intelligent method is one of the most powerful instruments of human labor.

10. The measure of information is not what the teacher can give, but what the child can receive.

IX. The art of cultivating æsthetic power.

PRINCIPLES.

1. We learn to love order and beauty by seeing it, to appreciate music by hearing it, etc.

2 We learn to appreciate the beautiful by attempting to produce it.

3. Much attention should be paid to the function of discrimination in the cultivation of taste.

X. The art of awakening a sense of the humorous.

AIM.

1. To enliven dull routine.

2. To create vivid associations, thus aiding retention.

3. To enable pupils to detect resemblances between widely different objects.

4. To furnish a source of happiness.

5. To promote discipline by breaking up a bad spirit, and creating a cheerful atmosphere.

PRINCIPLES.

1. He who promotes the happiness of a little child for half an hour is a fellow-worker with God.—*Dwight.*

2. "Wit is a peculiar form of reason."

3. "One witty saying soon doubles itself."—*Page.*

3. PRACTICAL.

But the training of teachers would be very incomplete if it should stop with the two departments before mentioned. Just as a medical college must have its hospital and daily clinic, so must a training school for teachers supply the opportunity for putting their professional knowledge to the test. This is offered in the Training or Model School in conjunction with the Normal School. Here the pupil is set at the actual work of teaching, and is required to exemplify the most approved methods in all of his work. He is not allowed to imitate blindly what he may have seen nor is he allowed to follow out without thought the methods he may have been taught; his work is neither experiment, nor is it observation, but *bona fide* teaching, just as in the hospital the practitioner gives actual medical or surgical treatment to his patient. To this end each pupil of the third and fourth year of the course of study is set at work in the Training School where he teaches for *months.* He is encouraged to be original and self-controlled in all of his work, being held responsible for results. His work is daily observed by trained specialists, who direct his attention to his faults in

government and instruction, and who help him in preparing his work. This plan insures the most rapid improvement in the pupil-teacher, and likewise rapid progress in the pupils whom he instructs. This work is pursued in all grades up to high school work. The work done may be seen by consulting the Outlines of Study on page 29.

COURSES OF STUDY.

There are two Courses of Study, the Elementary Course and the Advanced Course. The Elementary Course comprises three years, the Advanced Course, four years. The former course is designed to cover all subjects demanded by the rural and grammar schools, together with a full professional training and such subjects as are needed to insure a high degree of culture; the latter is planned to fit teachers for the duties of the high school grades, and for the superintendency of graded and country schools.

The professional work is so arranged in this school as to offer to graduates of high schools and properly accredited colleges a PROFESSIONAL COURSE *of one year. As this Course cannot be covered in less time, no one will be graduated who does not spend an entire year in the school.*

A tabular view of the Courses of Study is presented on the following page:

TERMS.	Recitation Periods.	PREP'TORY DEPT.	ELEMENTARY COURSE. C CLASS.	ELEMENTARY COURSE. B CLASS.	ELEMENTARY COURSE. A CLASS.	ADVANCED COURSE. JUNIOR CLASS.	ADVANCED COURSE. SENIOR CLASS.	PROFESSIONAL WORK.
FIRST TERM.	I.	Arithmetic.	Arithmetic.		Practice. Eng. Literature	Eng. Literature.	Latin.	This course is open to all students who have the requisite academic training. Graduates of high schools and colleges are admitted to it without examination. It can be completed in one year. Those who complete the work are granted a diploma from the Advanced Course. The Professional subjects include Psychology, Methods, School Economy, School Law, History of Education, Science of Education, and Practice Teaching.
	II.	Spelling and Composition.	Drawing. Writing.	Reading. Rhetoric.	Practice. Psychology.	Latin.	Algebra. Trigonometry.	
	III.	Grammar.	Grammar.	Physiology. U. S. History.	Practice.	Geometry.	School Law.	
	IV.	Reading.	Reading.	Arithmetic. Algebra	Practice. Phys. Geog'phy.	School Economy and Hist. of Educ'n.	Physics.	
	V.	Geography.	Geography.	Psychology.	Practice. Chemistry.	Botany. Chemistry.	General History	
SECOND TERM.	I.	Arithmetic.	Arithmetic.	Book-Keeping. Civil Governm't	Physics.	Practice.	Practice.	
	II.	Writing. Spelling & Comp	Natural History with Drawing.	Rhetoric. Hist. of English.	School Economy and Hist. of Educ'n.	Latin. Practice.	Practice. Geology.	
	III.	Grammar.	Grammar.	U. S. History. Geography.		Phys. Geog'phy. Practice.	Practice. Astronomy.	
	IV.	Reading.	Readings from General History Word Analysis.	Algebra.	Geometry.	Psychology. Practice.	Practice. Latin.	
	V.	Geography.	Geography.	Methods.	Chemistry. Botany.	Chemistry. Practice.	Practice. Phil. of Educ'n.	

SESSIONS OF THE SCHOOL.

There are five daily sessions of the school each week from 8.30 A. M. to 12.40 o'clock P. M.

The hours of study are from 3 to 5 and from 7 to 9 o'clock P. M. daily, except on Friday evenings and Saturday afternoons. This arrangement divides the day into two periods, that from 8.30 A. M. to 12.40 P. M., during which time the students are engaged in recitation, and that covered by the study hours in the afternoon and evening. The strict observance of the latter period is of quite as much importance as the former. No pupil will be expected to absent himself from duty during either interval, nor will it be presumed that pupils are to be interruppted by callers or visitors during their study hours, any more than during the hours of recitation. As the spirit of the school is thoroughly loyal to this plan, any person feeling himself unable to comply cheerfully with these habits of work will not find this this school congenial to him.

GENERAL EXERCISES.

Spelling, daily.

Rhetorical Exercises, daily.

Gymnastics, daily.

Vocal Music, daily.

Composition Work, and Written Examinations by all the classes, from 8.30 to 10.30 A. M. every Saturday.

This arrangement for examinations has been found to be very desirable, removing entirely the feeling of nervousness often engendered when several examinations are held during the same week. The plan so distributes the work that a pupil pursuing four subjects has an examination in each one once a month.

DIPLOMAS.

Diplomas will be issued to graduates of the respective courses.

Certificates of standing in each study of the several classes will be issued to those who desire them at the close of each year or upon leaving school at the end of a term.

ADMISSION.

1. The essential qualifications, of which students should be well satisfied, are their physical ability aud their natural adaptation to the teacher's profession.

2. For admission to the Elementary Course candidates must be fifteen years of age. They must pass a creditable examination in Orthography, Reading, Grammar and Language, the general Geography of the World, and Arithmetic as far as decimals. They must sign a *written pledge to continue one term*, to teach two years in the schools of the State, unless prevented by circumstances beyond their control, and to report semi-annually to the Principal.

3. Applicants for the Advanced Course will be examined in all branches preceding the Junior Class.

4. Graduates of the State High Schools and properly accredited Colleges, will be admitted to the professional work of the Advanced Course without examination, on the certificate of the Principal that they have passed the required branches.

Attention is called to the following resolution of the State Normal Board, adopted at its annual meeting in June, 1884:

Resolved, That in the examination of candidates for admission to the Normal Schools, second grade county certificates shall admit to the C Class. That the certificate of the State High School Board be accepted for the subjects named, and that graduates of the State High School Course be admitted to the Professional Course without examination.

5. The time at which classes are formed may be seen by consulting the Course of Study.

6. Students will not be received after the beginning of a term, except upon the most satisfactory excuse. Any who cannot be present upon the first day of a term should report to the President beforehand, that their absence may be excused. Neither will it be expected that students will leave before the close of a term, unless compelled to do so by circumstances beyond their control.

7. Students already entered in classes, and having no examinations to pass, are not required to be present the day of examination.

8. Students will not be admitted into any advanced class without having passed all the studies of the lower classes.

9. Examinations will be held on the first day of each term, and in all studies up to the subject pursued at the time of entrance.

SUGGESTIONS TO APPLICANTS.

To determine your own fitness for admission to the school, ask, and be able to answer in the affirmative, the following questions:

a. Can I read fluently and with understanding?

b. Am I a good speller?

c. Can I write rapidly and legibly?

d. Am I familiar with the use of the dictionary?

e. Do I thoroughly understand the principles of elementary arithmetic, and am I skillful in their application?

f. Do I habitually use, in speaking and writing, good English? Am I familiar with the proper use of capital letters, and the general rules for punctuation? Can I analyze correctly an ordinary English sentence, classify the parts of speech and give their office and construction?

g. Can I name and give a brief description of the continents and principal countries of the globe, locate the principal mountain ranges, rivers and cities, and can I explain, with reasonable clearness, the changes of the seasons?

These questions indicate the subjects upon which the failures of applicants are most frequent. If you have been a careful student in any good Grammar School, and have completed its work, you should be able to answer these in the affirmative, for this is the work for which the Grammar Schools, and not the Normal School, should be held responsible. Every negative or doubtful answer will diminish the probability of your admission. The time spent on more advanced studies will be of little value to you, as a preparation for the work of the Lower Classes.

Obtain a letter from your County Superintendent, if possible, introducing you to the school. This will be all the recommendation you will need.

Bring with you, as useful for study or reference, all the text-books you have.

Students must come fully prepared to give their undivided attention to the work of the school during the entire term. The demands of school are so pressing that students cannot be permitted to engage during term time in any employment or pleasure—as taking private music lessons or attending parties or other entertainments—which is not directly connected with their work.

DISCIPLINE.

In a Normal School there should be no need of referring to the matter of discipline. Only those should come, or be admitted, who have well-formed, correct habits. This is, in no sense, a reform school, and young gentlemen or young ladies who are not disposed to submit willingly and cheerfully to all the wholesome restraints found necessary for the good working and good reputation of the school, will be unhesitatingly dismissed.

We are, in a measure, responsible to the State for the character and acquirements of each pupil graduated from the school. This being the case, we are compelled to exercise the most rigid scrutiny in reference to both of these points. Offenses, that in a mere academic institution might be passed over lightly, here are viewed rather as indicating the unfitness of the offender for taking charge of and training the

children of the State. In this way it sometimes happens that pupils are advised to withdraw from the school, or are even dismissed, when no very serious charges are brought against them; they have merely convinced us that they are not suitable persons to enter the profession of teaching.

No publicity is given to such cases, except when it becomes necessary to protect the school from false accusations. Nor is our action ever taken with a view of punishing the offenders. They are simply permitted to go to schools where they or their parents can pay for the work of discipline. The State can afford to educate for teachers only those above the need of such work.

TUITION.

Tuition is *free* to all students entering the Normal Department and who sign the required pledge to teach for at least two years in the public schools of the State.

To all not pledged to teach, the tuition is $30 per year.

In the Preparatory Department, $16 per year.

In the Model School, $12 per year.

All tuition is payable quarterly, *strictly in advance.*

TEXT BOOKS.

Text books will be furnished free of charge in all departments of the school to those who pay tuition; to all others a uniform fee of $1.50 per term for rental of such text books as may be needed will be charged.

A strict account will be kept of all injury done to books and a charge made therefor.

Students are allowed to purchase their books if they prefer to do so. To all such, books are sold at the lowest eastern wholesale rates.

PREPARATORY DEPARTMENT.

This Department has been organized for the benefit of those who are too old to join the Model School, and not prepared to enter the Normal Department. Thorough instruction is given in all branches required for admission into the C Class.

The requirements for admission into this department are shown by the following resolution adopted by the State Normal Board at its meeting in June, 1884:

Resolved, That candidates for the Normal School, not prepared to enter the Normal School proper, may be entered in the Normal Department, provided:

1. That they have no opportunities of preparation at home.
2. They purpose entering the Normal Department for preparation as teachers.
3. They can enter the customary eighth grade or ninth grade classes.

THE MODEL SCHOOL.

This school includes pupils of all grades from the lowest Primary up to the High School.

In its organization, its management and in all of its appointments it furnishes to the pupils of the Normal Depart-

ment a model for observation and imitation. The very rapid and thorough progress of its pupils enables the practice teacher to see what may and ought to be accomplished in any good school. A general view of the course of study is presented in the following outline:

Arithmetic, completed.
Geography, completed.
Language and Grammar.
Penmanship.
Drawing.
Vocal Music.
Reading.
U. S. History.
Elementary Science:
 Botany.
 Physiology.
 Physics.
 Natural History.
 Physical Geography.
 Mathematical Geography.
Algebra.
Book-keeping.
Literature.

The entire resources of the Normal School in the way of apparatus and all educational appliances are used in the Model School. Its pupils have the full benefit of the museums, physical apparatus and laboratory. These give to this school such opportunities in the way of the illustration of the laws of nature as can be found in almost no school of its grade.

General Information.

HISTORY.

This school was opened in September, 1869, in the hotel building known as the Stearns House. Since the completion of the present spacious and beautiful structure in 1875, the old building has been used as a Ladies' Home. During the sixteen years of its existence it has graduated nearly three hundred teachers, who have returned to the State, on an average, two and a half times the service they pledged themselves to render. Many of them have made teaching their life work. Their constantly widening experience enables them to make their labors more and more valuable to the State in raising the standard of its schools.

In addition to these, several thousand young persons have taken a partial course of training here, all of whom were thereby better qualified for the work of the school room, many, indeed, receiving such an impetus as to place them in the ranks of the best teachers.

OBJECT AND PLANS OF THE SCHOOL.

The object of the school is to train teachers for the public schools of the State. The course of study and all the work of the daily program are arranged solely with this end in

view. Because of the strict adherence to this plan, no effort is made to secure students for the Academic Course alone, for, while such are admitted as tuition students, no impression is allowed to prevail that this is not strictly a *teachers' school for teachers.*

THE BUILDING.

The building occupied by this school is quite ample for the present needs of the school, and in its convenience and furnishing is believed to be second to none in the Northwest. Situated upon the high bluff overlooking the Mississippi River, the location is no less beautiful than healthful. The whole building is heated by steam and has a thorough system of ventilation. The entire basement of the school building has been finished and furnished for the Model Department.

APPARATUS.

The collection of apparatus in the school is large and of the finest quality.

PHYSICS.

This department includes a complete set of apparatus, sufficient for all subjects in the course, containing a large air-pump, electric machine, whirling table with its accessories, a fine spectrometer, large prisms, mirrors, lenses, steam engine, sonometer, Ruhmkorff's coil, capable of giving a

five-inch spark, plunge battery, a fifty-cell Bunsen battery, suction and force pumps, specific gravity apparatus, aneroid barometer, Hero's fountain, a full set of induction apparatus, electric light, Geissler tubes, dissolving view stereopticon with some four hundred fine views on scientific and other subjects, a solar microscope with a full set of slides, and many other pieces, making one of the finest collections, if not the finest in the State. The apparatus is protected by beautiful hardwood cases, and is made use of daily in illustration of the lessons in the class room. Some fifteen hundred dollars have been expended in this department. Many pieces of the apparatus were ordered direct from Europe.

CHEMISTRY.

This important subject is taught by a combination of class work and laboratory practice. The student during the afternoon of each day *performs all of the experiments for himself in the laboratory*—on the following morning in the class room he reports upon his researches, and aided by teacher, text book and classmates he corrects his judgments and prepares for the experimental work of the afternoon.

The intrinsic value of much of the work done by the pupil in self-experimentation is totally destroyed by *telling him beforehand of the results of his experiment, thus robbing him entirely of the stimulating pleasure of discovery.* This fatal error is studiously avoided.

All needed appliances for illustration and individual experiment are furnished free of charge.

PHYSIOLOGY.

The instruction given in this subject, including Anatomy, is amply illustrated by means of dissections in the class room, skeletons, plaster casts, models and charts.

A fine manikin, one of Auzoux's best, has been ordered from Paris. This cannot fail to add greatly to the interest and efficiency of the work in this subject.

LIBRARY.

A fine library of 2,000 volumes is open to all the school. A full line of all the standard reference books, dictionaries, cyclopedias, etc., gives all needed information upon subjects discussed in the class room.

A library of text books upon all subjects is open to the students, where they find help in examining the various methods presented by our standard text book authors in the different branches.

READING ROOM.

The Reading Room has been fitted up by the Students' Literary Society with a new carpet and chandeliers.

Both it and the Library are open daily to students during all hours when they are not required to attend to the duties of the school.

The following periodicals and newspapers are on file:

PROFESSIONAL.

Education.
American Meteorological Magazine.*
Wisconsin Journal of Education.
Indiana School Journal.
Minnesota Journal of Education.*
The Practical Teacher.
New England Journal of Education.
The American Teacher.
Popular Science News.
Central School Journal, Iowa.
The Teacher.*
Educational Times.
Iowa Normal Monthly.
The School Herald.
School and Home.*
Canada School Journal.
Correspondence University Journal.*
Central School Journal.
Appleton's Literary Bulletin.*
Western Normal Advocate.
New York School Journal.*
The Penman's Art Journal.*
Musical Record.*
The School Supplement.

MAGAZINES.

The Century.
The Atlantic Monthly.*
Harper's Magazine.
Popular Science Monthly.
The Magazine of American History.
Nineteenth Century.
Eclectic.
St. Nicholas.
Wide Awake.
Babyland.

NEWSPAPERS, ETC.

The Nation.
New York Semi-Weekly Tribune.
Harper's Young Folks.
The Illustrated Christian Weekly.
Youth's Companion.
St. Paul Sunday Globe.
The Weekly Pioneer Press.
New York Weekly Herald.
The Weekly Inter Ocean.
The Louisville Courier-Journal.
New York Weekly Witness.
Folkebladet (Minneapolis).*
St. Cloud Journal-Press.*
St. Cloud Times.
Saturday Spectator (Minneapolis).*
Sauk Centre Tribune.*
Sauk Centre Herald.*
Todd County Argus.*
Toledo Blade.

*Furnished to the school free of cost by the kindness of the publishers.

ALUMNI ASSOCIATION.

The Alumni Association is in a very prosperous condition —each year bringing back a large number of the former graduates, making the reunion and banquet one of the most interesting features of commencement week. The Association annually provides for a lecture at Normal Hall the evening before commencement. That these lectures have thus far been occasions of interest and profit may be seen in the character of the men who have been secured to deliver them. Among the names on the list we find that of Ex-Governor C. K. Davis, Lieutenant Governor Charles A. Gilman, the Rev. Dr. Tuttle, the Rev. Dr. Cambell and George Edwin MacLean, Ph. D. The obligations of the Association are due to these gentlemen who have so generously responded to its invitations.

SOCIETIES.

A society among the students, known as the "Star of Hope Society," is in a flourishing state. It gives annually a course of lectures, which has proved a great success. It holds its meetings on alternate Friday evenings in the society rooms. These give the students a practical acquaintance with the laws of parliamentary bodies. A very large per cent. of the school belong to this organization.

BOARDING.

The new Ladies' Home, costing about $30,000, which the liberality of the last Legislature secured to us, will be finished and ready for occupancy at the opening of the school year. This building will be a credit not only to the city, but to the entire State. It is to be built of cream colored brick, three stories high, 105 feet in length and 65 feet in depth, in the form of an L. The rooms are to be high and airy, the halls ample and well lighted.

The building will be heated and ventilated by the most perfect system known to architects—the Ruttan system. All the rooms will be kept at a uniform temperature of 68 to 70 degrees, *and all of the air in each room will be changed as often as every 20 minutes.* It will be lighted with gas and supplied with every convenience of the best modern homes. Large bath rooms for the use of students, with hot and cold water, will be within easy access from all the rooms. A windmill for lifting water to a cistern in the roof, with which hose will be connected, will insure protection in case of fire—while the most approved fire-escapes will be attached to the building.

The furnace heating and gas lighting will do away with all fire on the floors of the Home, rendering the building practically fire proof.

Everything for the comfort and convenience of the young ladies has been made a matter of long and careful study, and it can be confidently promised that it will afford to those so fortunate as to board there all the pleasures of a home, with none of the discomforts of a boarding house.

The house is to be furnished throughout with carpets and substantial new furniture.

Rooms for students will be supplied with table, carpet, bedstead, springs, mattress, pillows, washstand-bureau, mirror, wash-bowl and pitcher.

Students will provide their own napkins, towels, one pair of sheets, woolen blanket, comfortable and spread. Each young lady is requested to bring a waterproof cloak, umbrella and pair of rubbers.

Each student is expected to do at least one-half hour's work each day under the direction of the Matron.

Payments of $10 per month are made in advance. At the close of the month whatever this amount falls below the actual expenses is assessed on the next month. During the past year the entire expense of board, fuel, lights and washing has averaged less than $2.75 per week.

While the exact expense of conducting the affairs of the new Home cannot now be determined, it will not exceed $3.00 per week. When this amount is compared with the expenses of other Boarding Halls for young ladies, it will be seen to be from fifty cents to seven dollars less per week than is charged anywhere else.

Such rates of boarding as this school offers, it is firmly believed, cannot be equaled by any other school in the country.

The table is supplied with an abundance of well cooked food and in ample variety. The testimony of our students in the past may be appealed to upon this matter, their uni-

versal verdict being that of complete satisfaction with the table, as well as all of the appointments of the Home.

Preference in choice of rooms will be given in the order of application. Apply to the President or to the Matron.

YOUNG MEN'S HALL.

The building now occupied by the lady students will be furnished and put in charge of a competent steward and its rooms rented to young men.

They will provide their own napkins, towels, one pair of sheets, woolen blanket, comfortable and spread. These articles can be had of the steward at a very slight cost for their use, or they can be bought of him at the lowest possible rates.

To all young men rooming in the Hall, table board will be furnished at the Ladies' Home at $2.25 per week. To those who room elsewhere and board there a charge of $2.50 a week will be made.

When two young men occupy the same room a rental of 75 cents per week each will be required. This rental will pay for the wood and lights, thus reducing the entire expense to $3.00 per week.

As in the Home, rooms will be assigned in the order of application.

This arrangement will allow a limited number of young men to enjoy the very best advantages possible for study at a very small cost.

Board can be secured in private families at rates from $3.25 to $4.00 per week.

Students compelled by necessity (none others should think of it) may secure rooms for self boarding at moderate rates.

Particular attention is called to the following points:

1. Students who do not board at home, are expected to consult the President before selecting boarding places.

2. Pupils will not be allowed to board at places not indorsed by the Faculty of the school.

3. Ladies and gentlemen will not be allowed to board in the same family. This rule shall apply equally where the house is occupied by two or more families.

4. Permission must be obtained in every case where pupils desire to board in families where boarders are taken who are not connected with the school.

5. Brothers and sisters will be allowed to board in the same house, provided no other boarders are received into the house.

6. Students will not be expected to change their boarding places without consulting some member of the Faculty.

7. Every means will be taken to secure desirable boarding places for such students as desire it—and families in which students board will be encouraged to report the least delinquency from a perfectly ladylike and gentlemanly conduct.

8. Pupils may receive calls on Friday evenings from 6 to 9 o'clock, and on other days before study hours.

It is presumed that every student will see in these regulations the expressed judgment of responsible authority and will heartily comply with not only their letter, but their spirit as well. This school is not a reformatory, nor are

the teachers expected to do police duty. Any student who should need such training could give no promise of becoming a teacher.

RAILROADS.

Enrolled students will be sold round trip tickets, at the railroad offices in St. Cloud, good from St. Cloud to their homes and return, for one and one-fifth of the regular fare. These tickets will hold good during the vacation.

ACKNOWLEDGEMENTS.

The acknowledgements of this school are very heartily extended to the people of the State for their cordial support, and especially to the loyal public sentiment of St. Cloud, which has ever looked with pride upon an institution devoted to the upbuilding of the cause of education in her midst, as well as in the State at large.

The school would also express its great obligation to the last Legislature for its liberal provisions for our needs, especially to the delegation from Stearns county, who with many other friends so earnestly made its interests their personal concern, and last, but not least, to Governor Lucius F. Hubbard, who sealed the appropriation of the Legislature for this school by a generous approval of the entire amount asked for by the school.

SIGNAL SERVICE WORK.

The school is now in connection with the State Department of the United States Signal Service Bureau. A full station will be opened here in the fall, most of the instruments being already in place. This work will be made tributary to the class instruction in science, thus giving the pupils a practical familiarity with one of the most important branches of modern scientific research. When it is remembered that 88 per cent. of all the predictions of the Signal Service Bureau are fulfilled, and that the great commercial, industrial and agricultural enterprises are profoundly affected by them, nothing further need be said upon the advantages of a practical knowledge of the subject of meteorology. Being in connection with the entire department, the school will receive the results of the observations from the various other signal stations.

MUSEUM.

The school is now in condition to care for contributions to the department of Natural History and Geology, and to all lovers of these lines of scientific thought, and especially to the Alumni of the school, a very hearty invitation is extended to send us whatever may add to the value of our already large collection.

Last year the Rev. E. V. Campbell, of this city, donated to the school the following valuable herbarium of Botanical specimens:

Ranunculaceæ.

Clematis.
Virginiana.
Anemone.
patens.
Caroliniana.
cylindrica.
Virginiana.
Pennsylvanica.
nemorosa.
Hepatica.
triloba.
acutiloba.
Thalictrum.
anemonoides.
dioicum.
Ranunculus.
aquatilis.
multifidus.
abortivus.
fascicularis.
repens, var. hispidus.
Cymbalaria.
rhomboideus.
Flammula.
Caltha.
palustris.
Coptis.
trifolia.
Aquilegia.
Canadensis.
Delphinium.
azureum.
Actaea.
spicata.

Berberidaceæ.

Caulophyllum.
thalictroides.

Nymphæaceæ.

Brasenia.
peltata.
Nymphæa.
tuberosa.
Nuphar.
advena.

Sarraceniaceæ.

Sarracenia.
purpurea.

Papaveraceæ.

Sanguinaria.
Canadensis.

Fumariaceæ.

Dicentra.
Cucullaria.
Corydalis.
glauca.
aurea.

Cruciferæ.

Nasturtium.
palustre.
Cardamine.
rhomboidea.
pratensis.
hirsuta.
Arabis.
lyrata.
hirsuta.
perfoliata.
Drummondii.

Erysimum.
cheiranthoides.
Sisymbrium.
canescens.
Brassica.
Sinapistrum.
Draba.
nemorosa.
Caroliniana.
Capsella.
Bursa-pastoris.

Capparidaceæ.

Polanisia.
graveolens.

Violaceæ.

Viola.
Selkirkii.
sagittata.
cucullata.
delphinifolia.
blanda.
lanceolata.
rotundifolia.
canina.
rostrata.
Canadensis.

Cistaceæ.

Helianthemum.
Canadense.

Droseraceæ.

Drosera.
rotundifolia.
longifolia.

Carvophyllaceæ.

Vacaria.
vulgaris.
Silene.
nivea.
Lychnis.
Githago.
Arenaria.
lateriflora.
Cerastium.
arvense.
Sagina.
procumbens.

Portulacaceæ.

Talinum.
teretifolium.
Claytonia.
Virginica.
Caroliniana.

Geraniaceæ.

Geranium.
maculatum.
Carolinianum.
dissectum.
pusillum.
Robertianum.

Rhamnaceæ.

Ceanothus.
Americanus.

Polygalaceæ.

Polygala.
lutea.
sanguinea.
cruciata.
brevifolia.
verticillata.
ambigua.
paucifolia.
Senega.

Leguminosæ.

Lupinus.
perennis.

Crotalaria.
sagittalis.
Trifolium.
arvense.
pratense.
hybridum.
repens.
agrarium.
procumbens.
Psoralea.
argophylla.
esculenta.
Petalostemon.
violaceus.
candidus.
villosus.
Amorpha.
fruticosa.
canescens.
microphylla.
Astragalus.
caryocarpus.
Canadensis.
Desmodium.
paniculatum.
Vicia.
sativa.
Americana.
Lathyrus.
Canadensis.
ochroleucus.
palustris.
Apios.
tuberosa
Phaseolus.
perennis.
diversifolius.

Rosaceæ.

Spiræa.
salicifolia.
Agrimonia.
Eupatoria.
Geum.
album.
strictum.
triflorum.
Potentilla.
Norvegica.
Canadensis.
argentea.
Anserina.
palustris.
Rosa.
lucida.

Saxifragaceæ.

Parnassia.
Caroliniana.
Saxifraga.
aizoides.
Virginiensis.
Pennsylvanica.
Heuchera.
Americana.
Mitella.
nuda.
diphylla.

Crassalaceæ.

Penthorum.
sedoides.

Haloragieæ.

Proserpinaca.
palustris.
pectinacea.

Onagraceæ.

Circea.
Lutetiana.
alpina.

Epilobium.
angustifolium.
alpinum.
palustre.
molle.
Œnothera.
serrulata.

Melastomaceæ.

Rhexia.
Virginica.

Lythraceæ.

Lythrum.
alatum.
Hyssopifolia.
Cuphea.
vicosissima.

Umbelliferæ.

Sanicula.
Canadensis.
Æthusa.
Cynapium.
Thaspium.
trifoliatum.
Cryptotænia.
Canadensis.
Osmorrhiza.
longistylis.
brevistylis.

Cornaceæ.

Cornus.
Canadense.

Caprifoliaceæ.

Diervilla.
trifida.
Triosteum.
perfoliatum.
Viburnum.
acerifolium.

Rubiaceæ.

Galium.
trifidum.
triflorum.
Houstonia.
cærulea.
ciliolata.

Valerianaceæ.

Fedia.
Fagopyrum.

Compositæ.

Liatris.
cylindracea.
scariosa.
pycnostachya.
Eupatorium.
ageratoides
Tussilago.
Farfara.
Aster.
azureus.
oblongifolius.
puniceus.
Tradescanti.
Solidago.
nemoralis.
Radula.
Ridellii.
speciosa.
Chrysopsis.
villosa.
Rudbeckia.
hirta.
Lepachys.
pinnata.
Coreopsis.
palmata.
Bibens.
cernua.

Helenium.
autumnale.
Artemisia.
Canadensis.
Ludoviciana.
Antennaria.
margaritacea.
plantaginifolia.
Senicio.
aureus.
Triximon.
cuspidatum.
Nabalus.
albus.
racemosus.
asper.
serpentaria.
Lygodesmia.
juncea.
Taraxacum.
Dens-leonis.

Lobeliaceæ.

Lobelia.
cardinalis.
syphilitica.
puberula.
Kalmii.
spicata.

Campanulaceæ.

Campanula.
rotundifolia.
Americana.

Ericaceæ.

Arctostaphylos.
Uva-ursi.
Gaultheria.
procumbens.
Epigæa.
repens.
Kalmia.
latifolia.
glauca.
Ledum.
latifolium.
Pyrola.
rotundifolia.
elliptica.
secunda.
Monotropa.
uniflora.

Plantaginaceæ.

Plantago.
Patagonica.

Primulaceæ.

Trientalis.
Americana.
Lysimachia.
thyrsiflora.
stricta.
ciliata.
longifolia.

Lentibulaceæ.

Utricularia.
minor.
vulgaris.

Scrophulariaceæ.

Scrophularia.
nodosa.
Chelone.
glabra.
Pentstemon.
pubescens.
grandiflorus.
Mimulus.
ringens.
Jamesii.
Gratiola.
Virginiana.

Veronica.
Americana.
Gerardia.
asper.
Castilleia.
coccinea.
sessiliflora.
Pedicularis.
Canadensis.
Lanceolata.

Verbenaceæ.

Verbena.
hastata.
urticifolia.
stricta.
bracteosa.

Labiatæ.

Teucrium.
Canadense.
Dracocephalum.
parviflorum.
Physostegia.
Virginiana.
Brunella.
vulgaris.
Scutellaria.
parvula.
galericulata.
lateriflora.

Borraginaceæ.

Onosmodium.
Virginianum.
Lithospermum.
hirtum.
canescens.
longiflorum.

Hydrophyllaceæ.

Hydrophyllum.
Virginicum.

Polemoniaceæ.

Phlox.
subulata.

Solanaceæ.

Physalis.
lanceolata.
Datura.
Stramonium.

Gentianaceæ.

Sabbatia.
stellaris.
Gentiana.
crinita.
alba.
Andrewsii.
Saponaria ?
puberula.
Bartonia.
tenella.
Menyanthes.
trifoliata.

Asclepiadaceæ.

Asclepias.
incarnata.
tuberosa.
Acerates.
viridiflora.

Aristolochiaceæ.

Asarum.
Canadense.

Polygonaceæ.

Polygonum.
amphibium.
articulatum.
aviculare.
sagittatum.

Santalaceæ.

Comandra.
umbellata.

Euphorbiaceæ.

Euphorbia.
corrollata.
polygonifolia.

Cupuliferæ.

Castanea.
vesca.

Araceæ.

Calla.
palustris.
Orontium.
aquaticum.

Naiadaceæ.

Potamogeton.
lucens.
natans.
pectinatus.
perfoliatus.

Alismaceæ.

Alisma.
Plantago.
Sagittaria.
variabilis.
Valisneria.
spiralis.

Orchidaceæ.

Orchis.
spectabilis.
Habenaria.
blephariglottis.
hyperborea.
psycodes.
bracteata.
Spiranthes.
latifolia.
Romanzoviana.
cernua.
gracilis.
Listera.
cordata.
Pogonia.
ophioglossoides.
Calopogon.
pulchellus.
Microstylis.
ophioglossoides.
Liparis.
lillifolia.
Lœselii.
Corallorhiza.
innata.
Cypripedium.
arietinum.
candidum.
parviflorum.
pubescens.
spectabile.
acaule.

Amaryllidaceæ.

Hypoxis.
erecta.

Iridaceæ.

Iris.
versicolor.
Sisyrinchium.
Bermudiana.

Liliaceæ.

Trillium.
grandiflorum.
cernuum.
Zygadenus.
glaucus.
Tofieldia.
palustris.

Uvalaria.
grandiflora.
perfoliata.
sesilifolia.

Clintonia.
borealis.

Smilacina.
racemosa.
stellata
bifolia.

Polygonatum.
biflorum.

Lilium.
Philadelphicum.
superbum.

Erythronium.
albidum.

Allium.
Canadense.

Pontederiaceæ.

Pontederia.
cordata.

Commelynaceæ.

Tradescantia.
Virginica.

Vascular Cryptogamia.

Equisetaceæ.

Equisetum.
arvense.
sylvaticum.
hyemale.

Filices.

Polypodium.
vulgare.

Pteris.
aquilina.

Adiantum.
pedatum.

Onoclea.
sensibilis.

Cystopteris.
bulbifera.

Woodsia.
Ilvensis.

Osmunda.
Claytoniana.
cinnamomea.

Botrychium.
lunarioides.
Virginicum.

Lycopodiaceæ.

Lycopodium.
clavatum.
complanatum.

GENERAL REMARKS.

It is to be hoped that County Superintendents, and other friends of the Normal School, will be ready to advise those who are earnestly striving to make themselves good teachers, to enter some of the departments of the school. It may,

also, in all kindness, be suggested that none be recommended who are not physically, mentally, and morally fitted for the profession. The fact that a candidate has failed at an examination is, alone, hardly evidence that he should come to the Normal School. While it is our aim, by faithful effort, to fit our pupils for the work of teaching, even here we cannot work miracles, and there are those of whom no amount of instruction and no thoroughness of training can make good teachers.

County Superintendents and all friends of education are earnestly invited to visit and inspect the workings of this school, and by their criticisms, suggestions and co-operation aid us in supplying the schools of the State with better trained teachers.

Address letters of inquiry and requests for catalogues to the President,

THOMAS J. GRAY,
St. Cloud, Minnesota.

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Catalogue and Circular

OF THE

STATE NORMAL SCHOOL

AT

St. Cloud, Minnesota

FOR 1886-1887



LADIES' HOME. ST. CLOUD, MINN. STATE NORMAL SCHOOL.

ANNUAL CATALOGUE

OF THE

State Normal School

AT

ST. CLOUD, MINNESOTA

FOR THE

School Year ending June 2d, 1886

WITH

ANNUAL CIRCULAR

FOR THE

YEAR 1886-87

ST. CLOUD, MINN
JOURNAL-PRESS STEAM PRINT
1886

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1885-86

HON. D. L. KIEHLE,

SUPERINTENDENT OF PUBLIC INSTRUCTION.

State Normal Board,

1886-1887.

HON. H. B. WILSON, President, - - - - Red Wing.
HON. D. L. KIEHLE, *Ex-officio* Secretary, - - St. Paul.
HON. C. H. BERRY, Resident Director, - - Winona.
W. B. MITCHELL, Resident Director, - - St. Cloud.
GEORGE A. CLARK, Resident Director, - Mankato.
SANFORD NILES, - - - - - - - - - Rochester.
HON. J. C. WHITNEY, - - - - - - - Minneapolis.

Annual meeting of the Board on the first Tuesday in June, at the office of the Secretary in St. Paul.

Faculty of Instruction.

THOMAS J. GRAY, President,
Mental Science, School Economy and Science of Education.

C. W. G. HYDE, Institute Conductor,
School Economy, History, Penmanship and Accounts.

ISABEL LAWRENCE,
Methods and Superintendent of the Training School.

WILLIAM A. LOCY, M. S.,
Natural Science.

ADA A. WARNER,
Botany, Geometry and Geography.

WAITE A. SHOEMAKER,
Arithmetic, Algebra and Astronomy.

MARY F. WHEELOCK,
Applied Methods and Criticism.

ROSE A. JOSLIN,
Rhetoric, English Literature, Reading and Elocution.

W. F. F. SELLECK,
Latin, Civil Government and History.

KITTIE W. ALLEN,
Librarian, English Grammar and Geography.

CARRIE M. WILLIAMS,
Music and Grammar.

JAMES A. MARTIN,
Applied Methods and Criticism.

Mrs. A. V. WHITING,
Matron of the Ladies' Home.

CALENDAR FOR 1886-1887.

FIRST TERM—18 WEEKS.

Entrance Examinations, - - - August 26 and 27, 1886.
Work of the Term begins, - - August 30.
First Term ends, - - - - - - December 23, 1886.

SECOND TERM—20 WEEKS.

Entrance Examinations, - - - January 13 and 14, 1887.
Work of the Term begins, - - January 13.
Second Term ends, - - - - June 1.

HOLIDAY VACATION.

Begins at noon, - - - - - - - December 23, 1886.
Closes at 8:30 A. M., - - - - January 13, 1887.

COMMENCEMENT WEEK.

Model School Entertainment, - May 30, 1887.
Class Day, - - - - - - - - May 31.
Alumni Reunion, - - - - - June 1.
Graduation Exercises, - - - - June 1.

Catalogue of Students for 1885-6.

NORMAL DEPARTMENT.

SENIOR CLASS.

Ayer, Ina F.	Belle Prairie,	Minn.
Angell, Alice	Litchfield,	Minn.
Baldwin, Grace	St. Cloud,	Minn.
Covell, Berness G.	Fergus Falls,	Minn.
Coffin, Robert	Browns Valley,	Minn.
Cumberland, Victoria V.	Mantorville,	Minn.
Getchell, Hallie E.	St. Cloud,	Minn.
Getchell, Annie	Brockway,	Minn.
Hubbard, Alfred E.	St. Cloud,	Minn.
Huntsman, Mary L.	Minneapolis,	Minn.
Jones, Addie M.	Minneapolis,	Minn.
Page, S. Althea	Minneapolis,	Minn.
Palmes, Mary E.	Minneapolis,	Minn.

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JUNIOR CLASS.

Apfeld, Rose M.	Sauk Centre,	Minn.
Baxter, Elizabeth	Chaska,	Minn.
Boehm, John C.	Rich Prairie,	Minn.
Galerneault, John B.	Sauk Rapids,	Minn.

Getchell, Charlotte H.	St. Cloud,	Minn.
Oakes, Celia J.	Clearwater,	Minn.
Wilson, Ole K.	Gilchrist,	Minn.

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A CLASS.

Bailey, Harry C.	Bridgman,	Minn.
Bittrich, Theresa M.	St. Paul,	Minn.
Bowen, Sarah E.	St. Cloud,	Minn.
Bowen, Alice S.	St. Cloud,	Minn.
Chadbourne, Sarah	Princeton,	Minn.
Dakin, William W.	Royalton,	Minn.
Elliott, Mabel	Villard,	Minn.
Hiscock, Mary E.	Brockway,	Minn.
Huntsman, Bertha F.	Minneapolis,	Minn.
Leavitt, Olive	St. Cloud,	Minn.
Lockwood, Adda M.	Brooklyn Centre,	Minn.
Pierce, Harriet C.	Minneapolis,	Minn.
Powell, Mary A.	Bellaire,	Ohio
Putnam, Herbert A.	Maine,	Minn.
Stanton, Ella M.	Sauk Rapids,	Minn.
Stone, Amy M.	Pine Island,	Minn.
Wakefield, Mary E.	Forest City,	Minn.
Westurn, Minnie	St. Cloud,	Minn.

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B CLASS.

Adley, Lafayette R.	Maine,	Minn.
Alder, Eliza	Mantorville,	Minn.
Atwood, Erwin W.	Maine Prairie,	Minn.
Arndt, Matilda	Paynesville,	Minn.

Bailey, Ella	Santiago,	Minn.
Barnes, Henrietta J.	Duluth,	Minn.
Blattner, John M.	Duelm,	Minn.
Bold, Joseph	Cold Springs,	Minn.
Boorn, Etta W.	St. Cloud,	Minn.
Bowing, Albert E.	St. Cloud,	Minn.
Bowing, Harry	St. Cloud,	Minn.
Brower, Josephine V.	St. Cloud,	Minn.
Carlin, Catharine	Clear Lake,	Minn.
Campbell, Gertrude	Clearwater,	Minn.
Christianson, Conrad	Hector,	Minn.
Clark, Caroline M.	St. Cloud,	Minn.
Clute, Nellie V.	Gravity,	Iowa.
Colburn, Caroline	Chicago,	Ill.
Connell, Mary L.	LeSauk,	Minn.
Denton, Mary E.	Groton,	Dakota.
Dodge, Nettie C.	Weeks Mills,	Maine.
Earhart, Lida B.	Karns City,	Pa.
Eaton, Helen M.	Lincoln,	Neb.
Fay, Anna	St. Cloud,	Minn.
Ferrin, Mabel A.	St. Cloud,	Minn.
Flint, Elvira	Leaf Valley,	Minn.
Gates, Lillie .	Harrison,	Minn.
Getchell, Caroline A.	Brockway,	Minn.
Getchell, Walter W.	St. Cloud,	Minn.
Gilkinson, Andrew J.	Kingston,	Minn.
Gillpatrick, Henrietta	Royalton,	Minn.
Gillis, Helen M.	St. Cloud,	Minn.
Gillis, Frank A.	St. Cloud,	Minn.
Gilman, Gertrude	St. Cloud,	Minn.

Gilman, Beulah	St. Cloud,	Minn.
Gray, Harry	St. Cloud,	Minn.
Hayford, Kittie	Litchfield,	Minn.
Hedlund, Christina L.	St. Cloud,	Minn.
Hoyt, Freeland	St. Cloud,	Minn.
Hunter, Mary M.	Hancock,	Minn.
Heywood, Mary A.	Maine Prairie,	Minn.
Heywood, Carrie A.	Maine Prairie,	Minn.
Ingalls, William D.	St. Olaf,	Minn.
Johnson, Harriet B.	Ardock,	Dakota.
Keyes, Mary E.	Omaha,	Neb.
Kirk, Ella M.	Clearwater,	Minn.
Lambert, Mary A.	Silver Creek,	Minn.
Leavitt, Justina	Hartford,	Minn.
Lerwick, Lewis M.	Dalton,	Minn.
Lee, Arthur B.	Clearwater,	Minn.
Luke, Eugenia K.	Moorhead,	Minn.
McAlister, Lizzie	Minneapolis,	Minn.
McKenzie, Mary	Silver Creek,	Minn.
Mattson, Evalyn	Breckenridge,	Minn.
Mattson, Rebecca S.	Breckenridge,	Minn.
Maxon, Olive L.	Maple Plain,	Minn.
Maxon, Amelia	Maple Plain,	Minn.
Miller, Margaret R.	St. Cloud,	Minn.
Mills, Mary	Rockford,	Minn.
Moulin, Mary C.	St. Cloud,	Minn.
Nolan, Mary A.	Sauk Rapids,	Minn.
Noyes, Harriet W.	St. Cloud,	Minn.
Nygren, Caroline S.	Elizabeth,	Minn.
O'Mera, Elva N.	Rockford,	Minn.
Pattison, Edith S.	St. Cloud,	Minn.

Prater, Elijah W.	Bloomington,	Ky.
Rank, Anna M.	Minneapolis,	Minn.
Rathbun, Edwin	Rices,	Minn.
Raymond, Nettie	St. Cloud,	Minn.
Reinhard, Alphonse H.	St. Cloud,	Minn.
Rogers, Nellie M.	St. Cloud,	Minn.
Solum, Annette	Alexandria,	Minn.
Smith, Mary H.	Clearwater,	Minn.
Smith, Helen E.	Clearwater,	Minn.
Smith, Emma L.	Clearwater,	Minn.
Smith, Mary F.	Fergus Falls,	Minn.
Smith, Harry	St. Cloud,	Minn.
Snow, Mabel E.	St. Cloud,	Minn.
Stearns, Anna	St. Cloud,	Minn.
Stevenson, Anna M.	St. Cloud,	Minn.
Spriestersbach, Charles P.	Sauk Centre,	Minn.
Taggart, Margaret I.	Campbell,	Minn.
Vaule, Ole J.	Cormorant,	Minn.
Vogel, George W.	Star Lake,	Minn.
Walkley, Rose	Maine Prairie,	Minn.
Walker, Laura E.	Brainerd,	Minn.
Westover, Alice L.	Amor,	Minn.
Weiser, Hattie C.	Valley City,	Minn.
Wiley, Lizzie H.	Rices,	Minn.
Wheelock, Alice M.	Moscow,	N. Y.

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C CLASS.

Ames, Rosa	Rockford,	Minn.
Arseneau, John	Haven,	Minn.
Ayers, Anna J.	Haven,	Minn.

Ayers, Susan M.	Haven,	Minn.
Bach, Christian	St. Cloud,	Minn.
Bailey, Minnie	Santiago,	Minn.
Baitinger, John M.	Zion,	Minn.
Baldwin, Daniel E.	St. Cloud,	Minn.
Barry, Maria M.	Barry,	Minn.
Berg, Nettie	Battle Lake,	Minn.
Berge, Jacob L.	Fergus Falls,	Minn.
Bigelow, Hattie E.	Santiago,	Minn.
Borman, Mike	Rockville,	Minn.
Bonar, James W.	Bertha,	Minn.
Boyington, Nettie R.	Clear Lake,	Minn.
Brand, Libbie	St. Cloud,	Minn.
Brown, Jennie	Alexandria,	Minn.
Bryan, Haidee	St. Cloud,	Minn.
Butterfield, Anna	Valley City,	Minn.
Byllesby, Alice L.	Browns Valley,	Minn.
Christen, Anna	Belcher,	Minn.
Clark, Arthur B.	St. Cloud,	Minn.
Collins, Alice	Belle River,	Minn.
Corbin, Floy	Little Falls,	Minn.
Craig, Myra	Wilbur,	Ontario.
Deuhs, Joseph F.	Chaska,	Minn.
Dow, Nellie M.	St. Cloud,	Minn.
Dunklee, Bessie E.	Clearwater,	Minn.
Erickson, Carl	Gilchrist,	Minn.
Friedman, Joseph	Cold Springs,	Minn.
Flint, Lulu J.	Rices,	Minn.
Flint, W. Nelson	Rices,	Minn.
Gans, Peter J.	St. Cloud,	Minn.
Gates, Alfred H.	St. Cloud,	Minn.

Gorst, Alice M.	Fort Ripley,	Minn.
Hoehn, Valentine	Leedston,	Minn.
Harrison, Ella	Little Falls,	Minn.
Harrison, Lucy	Little Falls,	Minn.
Hengel, Peter	Rockville,	Minn.
Helmer, Emmett	Zion,	Minn.
Hounsell, Martha J.	Alexandria,	Minn.
Howells, Josephine	Johnson,	Minn.
Hughes, Mary A.	Stephen,	Minn.
Hull, Minnie L.	St. Cloud.	Minn.
Ickler, Emma	St. Paul,	Minn.
Ickler, Minnie	St. Paul,	Minn.
James, Willis S.	Eagle Bend,	Minn.
Johnson, Addie E.	Ardock,	Dakota.
Johnson, Betsy	Pomme de Terre,	Minn.
Johnson, Mary J.	Long Prairie,	Minn.
Johnston, Mattie E.	Wadena,	Minn.
Keller, Christine	St. Cloud,	Minn.
Knickerbocker, Emma C.	Clearwater,	Minn.
Knickerbocker, Ausetta O.	Clearwater,	Minn.
Koepp, Gustave	Paynesville,	Minn.
Kramp, John W.	Spring Hill,	Minn.
Lambert, Hattie M.	Silver Creek,	Minn.
Larsen, Anna	Garfield,	Minn.
Larson, Peter M.	Urness,	Minn.
Leavitt, Vera	Hartford,	Minn.
Libby, Ethel	St. Paul,	Minn.
Lien, Christian H.	Willmar,	Minn.
Locke, John B.	Melrose,	Minn.
Loesch, Michael	Luxemburg,	Minn.
Loosbrock, Henry F.	Leedston,	Minn.

Lovejoy, Cora A.	Thomson,	Minn.
Linnell, Medora E.	Grove City,	Minn.
Matthews, Abbie A.	Breckenridge,	Minn.
Meagher, Hannah	Grove Lake,	Minn.
Morgan, Alpha	St. Cloud,	Minn.
Morgan, Jessie E.	St. Cloud,	Minn.
Morrow, Lizzie	Graceville,	Minn.
Moulin, Mary C.	St. Cloud,	Minn.
Nessel, Emma	Rush City,	Minn.
O'Brien, Katie	Atwater,	Minn.
O'Mera, Emery	Rockford,	Minn.
Paddock, N. Ella	Maine Prairie,	Minn.
Palmquist, Ole M.	Cokato,	Minn.
Paulson, Hannah	Hillsboro,	Minn.
Pierce, Harriet L.	St. Paul,	Minn.
Polley, Helen J.	Aitkin,	Minn.
Pomeroy, Bessie T.	Champlin,	Minn.
Ponsford, Sarah C.	Clearwater,	Minn.
Pratt, Lucius L.	Princeton,	Minn.
Reiter, Henry W.	Rockville,	Minn.
Richardson, Elizabeth A.	St. Cloud,	Minn.
Richardson, Amelia E.	St. Cloud,	Minn.
Rock, Ida J.	Osakis,	Minn.
Ronning, Henry S.	Starbuck,	Minn.
Ross, Jeanette	Fair Haven,	Minn.
Russell, Elva J.	East Granite Falls,	Minn.
Ryder, R. Belle	Stillwater,	Minn.
Sackett, Caroline	Pelican Rapids,	Minn.
St. Arnold, Lillie	Becker,	Minn.
Sargent, Emily A.	Chaska,	Minn.
Schoenleben, Moses	Zion,	Minn.

Shaleen, Amanda A.	Lindstrom,	Minn.
Shaw, Judson	St. Cloud,	Minn.
Smith, Jennette	Clearwater,	Minn.
Snow, Ada H.	St. Cloud,	Minn.
Spriestersbach, Daniel A.	Sauk Centre,	Minn.
Spriestersbach, Aaron	Sauk Centre,	Minn.
Sproul, Annie B.	Buffalo,	Minn.
Sloan, John	St. Cloud,	Minn.
Solum, Laura B.	Alexandria,	Minn.
Steichen, Niclaus	Luxemburg,	Minn.
Stephenson, Elsie G.	Grove Lake,	Minn.
Supple, Ella	St. Cloud,	Minn.
Swanstrom, Frederick A.	Duluth,	Minn.
Swanson, Nels P.	Louriston,	Minn.
Thovsen, Ole	Gilchrist,	Minn.
Torgersen, Alice	Battle Lake,	Minn.
Torgersen, Herborg	Battle Lake,	Minn.
Trovaten, Austen A.	Fargo,	Dakota.
Utsch, Herman	North Prairie,	Minn.
Veeder, Etta	Sauk Centre,	Minn.
Vogel, Frederick A.	Star Lake,	Minn.
Walker, Gratia I.	Brainerd,	Minn.
Walker, A. Brucia	Brainerd,	Minn.
Weber, Peter J.	Luxemburg,	Minn.
Weisman, Jacob J.	Rockville,	Minn.
Wendlandt, August F.	Paynesville,	Minn.
Weyrens, Matthew G.	Eden Lake,	Minn.
Wilder, Clara M.	Shakopee,	Minn.
Williams, Susan M.	Clearwater,	Minn.
Whan, Emerson	Buffalo,	Minn.
Whiting, Emily A.	Clitheral,	Minn.

Whittemore, Annie D.	St. Cloud,	Minn.
Zoble, Albert	Paynesville,	Minn.
Zimmer, Jacob	St. Joseph,	Minn.

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PREPARATORY CLASS.

Arndt, William	Paynesville,	Minn.
Beaudreau, Celestine	St. Cloud,	Minn.
Betzold, Joseph	North Prairie,	Minn.
Beumer, Theresa	St. Augusta,	Minn.
Dayton, Helen E.	St. Cloud,	Minn.
Denny, Frederick	Green Prairie,	Minn.
George, Herbert W.	Santiago,	Minn.
Gerber, Luna	St. Michaels,	Minn.
Greisen, Barney	Torah,	Minn.
Hart, Chase D.	Sauk Rapids,	Minn.
Herberger, Joseph L.	St. Cloud,	Minn.
Johnson, Georgiana	St. Cloud,	Minn.
Koepp, Helena	Paynesville,	Minn.
Kray, Joseph H.	Cold Springs,	Minn.
McCutcheon, Meriam	Buckman,	Minn.
McGowan, James T.	New Munich,	Minn.
Mauer, Peter F.	Albany,	Minn.
Merrow, Charles	Monticello,	Minn.
Rourke, Michael	Foley,	Minn.
Smith, Henry	St. Cloud,	Minn.
Vormwald, Conrad	Albany,	Minn.
Waldron, Herbert	St. Cloud,	Minn.
Westurn, Lettie	St. Cloud,	Minn.

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MODEL SCHOOL.

GRAMMAR DEPARTMENT.

Andrews, Alonzo
Aerne, Robert
Baker, Victor
Beumer, Frank
Ball, Mary
Ball, Forest
Brandrup, Thomas
Brauch, Mary
Bach, Lena
Dennison, Nellie
Enderle, Crescenz
Eich, Katie
Eich, Louis
Gans, Michael
Gilman, Lucille
Goetten, Peter
Getchell, Ernest
Gray, Mabel
Gallagher, Belle
Gray, Jessie
Heimsath, Henry
Hartman, Charles
Hunt, Jessie
Hyde, Leon
Huhn, Robert
Hunt, Mark
Justice, Jessie
Knight, Edward
Meyers, Andrew
Marlatt, John
Mitchell, Carrie
Marvin, Cora
Martin, Samuel
Noel, Mary
Osborne, Sarah
O'Dea, Maggie
Otto, George
Rausch, Joseph
Rausch, John
Rausch, Nicholas
Robertson, Winnie
Rathbun, George
Schwartz, Joseph
Savercool, Jennie
Smith, Celestine
Smith, Harry
Soule, Bennie
Schafer, John
Seberger, Theresa
Schaefer, Emma
Setzer, Hattie
Vossberg, Louis
Volz, Peter
Vossberg, Eddie
Wardian, Matthew
Waldorf, Henry

Krebs, Richard
Ley, George
Leisen, Michael
Lahr, Joseph
Leisen, Frank
Wartemberg, Anton
Westurn, Warren
Wetzel, Matthew
Williams, Maud

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PRIMARY DEPARTMENT.

Beebe, Will
Baxter, Nellie
Bruckart, Leigh
Fuller, Lulu
Gray, Elsie
Garrison, Paul
Garrison, Myrtle
Getchell, Herbert
Hyde, Wilfrid
Hubbard, Blanche
Hull, Blanche
Livingston, Owen
Livingston, Marion
Linwood, Charles
Mitchell, Leslie
Marvin, Charles
Marvin, Everett
Marvin, Henry
Noel, Bea
Noel, Walter
Peterson, Gertrude
Rabischung, Mary
Rabischung, George
Stevenson, Walter
Smart, Ina
Shaw, Kittie
Soule, Roy
Westurn, Ernest
Whitman, Luther

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RECAPITULATION.

NORMAL DEPARTMENT.

Advanced Course:

Senior Class,	13	
Junior Class,	7	20

Elementary Course:

A Class,	18	
B Class,	90	
C Class,	132	260
PREPARATORY DEPARTMENT,		23
MODEL DEPARTMENT,		94
		377
Twice Counted,		2
Total Enrollment,		375

GRADUATING CLASS--JUNE 2, 1886.

ADVANCED COURSE.

NAME.	ESSAY.
Alice Angell	*Play.*
Ina F. Ayer,	*Valedictory—The Effect of Expression upon Thought.*
Ethel Grace Baldwin.*	
Robert Coffin	*Trans-Isthmian Routes.*
Hallie E. Getchell.*	
Mary L. Huntsman	*Richard III and Macbeth.*
Alfred Hubbard	*Allegiance to Party.*
Addie M. Jones	*Lady Macbeth.*
Stella Althea Page	*A Modern City.*
Mary E. Palmes	*Teaching and Culture.*

ELEMENTARY COURSE.

Sarah E. Bowen	*Drawing in Education.*
Alice S. Bowen	*Oliver Cromwell.*
Sarah Chadbourne	*Thackeray's Women.*
Mabel Elliott	*Salutatory—The Indian.*
Bertha F. Huntsman	*Recitation—Herve Riel.*
Mary E. Hiscock	*Specialism in Education.*
Olive Leavitt	*Light of Stars.*
Adda M. Lockwood	*History and Historical Fiction.*
Harriet C. Pierce	*The Charms of Similitude.*
Mary A. Powell	*Americanisms.*
Ella M. Stanton	*Education in the South.*
Amy M. Stone	*Prohibition.*
Mary E. Wakefield	*Topic—The Honey Bee.*

*Excused from Essay.

Circular.

CIRCULAR.

PLAN OF INSTRUCTION.

This school has been established for the training of teachers in all that pertains to the organization, instruction and government of common and graded schools. To this end the departments of instruction are:

I. ACADEMIC.

The necessity of this department is made apparent by a consideration of the following facts:

Teachers, consciously or unconsciously, imitate their instructors in their methods of work. More especially is this true if they have been educated in those schools where no particular attention is paid to methods of imparting knowledge. Such pupils go forth with no awakened thought upon the importance of correct methods, and with all their attention fixed upon the matter to be taught; they consequently repeat what they have seen, both as to the art of instruction and the management of the school. Nowhere is the maxim laid down by Knight more true than here. He says, "Imitators copy their originals in the inverse ratio of their merits, adding as much to their faults as they detract from their virtues."

The schools from which the Normal School is supplied with students cannot send forth those who are thoroughly prepared in the subject-matter of the various branches as long as it remains even approximately true that not more than one in five of the teachers in these schools has any special training for his work. While it may be admitted to be theoretically desirable to confine the work of Normal Schools to strictly professional subjects, practically the scheme is not realizable in fact. This is the experience of all Normal Schools, and has remained so for fifty years.

The child asks concerning the world about him, "What is it?" The primary and intermediate schools answer by bringing him in contact with things. The youth adds a thought and inquires, "How is it?" The high school replies by bringing things into their relations, thus introducing the scientific aspect of the world. The man asks, "Why is it?" The college makes answer by carrying the inquirer out to the philosophic ground of the objects of thought. Now, the Normal School is neither one nor all of these. But as it must fit adult minds to teach the various grades, from the child to the man, it must deal with these several aspects of knowledge. Thus does it require of and impart to its pupils a breadth of culture in a department of thought quite as important as that covered by the college, or any technical or professional school.

This renders it necessary to give much attention to the various branches of the common school course. They need to be known not only as to fact, but alike in their scientific and philosophic phases.

2. PROFESSIONAL.

The artisan must study the quality and capacity of his material. He who trains mind must acquaint himself with its peculiarities, its laws, and conditions of development. Hence the pupil is given a thorough course in Mental Science, upon which is based a full course in Methods of Teaching. The trend of this work may be seen in the outlines following this paragraph. For the teacher, not only must the various mental and moral powers become known as objects of thought, but he must be made acquainted with the method of *training* them, of calling them into proper exercise at his will. As the musician plays upon his instrument, so does the teacher need to control the intellectual, emotional and volitional powers of his pupil. Methods of Teaching are not, as has been conjectured, a training to formal and mechanical plans of hearing lessons, but an application of known laws of mind to instruction in the various branches. They are quite as much a part of the *scholarship* of the teacher as Physiology is a part of the learning of the physician. The subjects of School Organization and Government; the Science of Education, in which the philosophic basis of educational theories and systems is carefully sought out; the History of Education, involving, besides a general review of the subject, a careful study of the work of such men as Sturm, Loyola, Comenius, Rousseau, Locke, Pestalozzi, Froebel, Bacon and others, and School Law are added to this department. A suggestion as to the method and kind of work done in Psychology may be seen in outline Number I. Following the work in Mental Science, but preceding the instruction in the detailed methods for

teaching the various subjects, this school offers a course of training in the art of teaching, having a relation to the work in the school room similar to that which the comprehensive treatment of painting or sculpture has to the work of the studio. This is shown in outline Number II. A specimen is given in outline Number III. of the treatment of a topic in specific methods. In outline Number IV. is shown what may be called a professional or teacher's view of a subject to be taught. These outlines will repay careful study.

I.

PSYCHOLOGY AS RELATED TO THE ART OF TRAINING.

Training is knowledge realizable in practice with the quickness of an instinct. —BAIN.

NOTES.

(1.) It is to be observed that the following does not purport to outline the subject-matter of psychology; the aim is to suggest the method of treating the subject in presenting it to *teachers.*

(2.) In the professional course, psychology should precede methods, for the same reason that anatomy and physiology must be acquired before surgery. The data of any but an empirical understanding of methods are found in the facts and laws of mind. It will therefore be seen that the course of study in the school provides for a half year in mental science before methods of teaching the various subjects are attempted.

(3.) The organic relation of mental science cannot fail to be seen in the accompanying Outlines of the Art of Training on page 26, *et sequitur.*

GENERAL PRINCIPLES.

First.—No knowledge of mental science is of any value to the teacher which does not arise from the conscious examination and classification of the phenomena and faculties of his own mind.

NOTE.

This law states the critical point for the student. The study of a text-book on psychology may be as purely an objective process as the examination of a mineral. The student must come to realize that what he handles are the psychical facts of his own soul—that all the data are to be derived from himself as the thinking subject—*to study mind, not about mind.*

Second—The teacher who would have a scientific basis for method must be able to recognize and produce in others the mental states necessary to the acquisitions of truth.

NOTE.

This implies that he is such a master of the facts of mind as to be able to apply the stimuli needed to produce in any sane mind the states and forms of activity requisite to the acquisition and assimilation of new truth.

Third—The student preparing to teach must reorganize his knowledge of all the branches taught in order to arrange their various facts and principles in respect to the phases of mental activity employed in acquiring them.

NOTE.

Herein is found the necessity of reviewing the elementary subjects. The instructor in the Normal School must be able to carry his pupils back into their own mental workshop, to an analysis of the efforts they put forth in the process of acquisition.

REMARK.

When the foregoing principles are once seen by the student he is instantly placed in a proper attitude toward the subject of mental science. It is invested with a truly intrinsic charm. The telescope of observation is turned into the sphere of spiritual being, and a subject, often considered dry, becomes a source of constant delight and invaluable mental discipline.

AN ILLUSTRATIVE TOPIC.

The Association of Ideas.

REMARK.

It is assumed that the general facts upon which an intelligent understanding of this subject depends have been thoroughly acquired. For the definitions of terms used see Hamilton's Lectures on Metaphysics, or Schuyler's Rational Psychology.

Laws of Association.

1. The act of association of ideas is a judgment based upon a relation between them.

2. It is a tendency of psychical states which exist together or in consecution to adhere into one whole.

3. The strength of this association or adhesion depends:

(1.) Upon the vividness with which the several psychical phenomena are thought into unity.

NOTE.

When the psychical appearances representative of a horse and the word horse are both thought as inhering in the conception, the sign and thing signified are so associated as to be parts of a unit of thought, as the mind holds under the concept of body the ideas of farm and color.

(2.) Upon the *kind* of relation thought between phenomena.

NOTES.

(1.) Various relations may be thought as existing; the strongest is that which the nature of the case demands.

(2.) It should be observed that the *relation* of ideas is the product of the elaborative faculty. Relations are thought, they are not perceived or represented.

(3.) The value of this third law to the teacher is obvious—for if he is not able to select that relation of greatest strength, he will not so arrange the facts he presents as to insure the most advantageous association to the pupil.

4. The proper association of ideas is a great help to the representative faculty in retaining and recalling them.

5. The most comprehensive statement of the law of association is derived from the fact stated in the first point under Principle 3, viz.: the unifying or integrating process—hence this is called the Law of Redintegration. It is stated thus: Whatever psychical phenomena may have existed together or in consecution in consciousness tend to suggest one another when either is present in the act of representation.

6. For the sake of examination and specific application this law may be considered under the following subdivisions:

(1.) The law of co-existence or consecution in time.

(2.) The law of contiguity in space.

(3.) The law of dependence.

(4.) The law of resemblance and contrast.

(5.) The law of mutual relations.

(6.) The law of sign and signification.

NOTES.

(1.) The above, it is hoped, will suggest the method of study. Each principle gained is carefully applied to the various subjects and parts of subjects taught in school until the student can *consciously* use it himself and so apply it as to control the mental activities of the child under his instruction.

(2.) In the detailed instruction in methods of teaching the several branches, which as above stated follows the first course in psychology, the instructor carefully calls attention to

the points of application of these principles. When the students, later in their course, enter the practice department, the daily criticism takes note of the observance and non-observance of the same principles. When therefore the student comes back into his classes after a term in the training school, and *again* takes up the work in mental science, he gets a grasp of the real science of teaching that no experimentalist can ever obtain. This course secures the unity of professional preparation: First, psychology; second, methods with applied psychology at every step; third, practice-teaching with criticism based upon known laws of mind; and fourth, a review of the general subject from the vantage ground of both theory and practice. All subjects of the course of study are thus related to the central idea of the science of education as the branches to the vine—all falling into their proper places as deriving their value, not from the relation of the individual to those studies, but from their relation to the individual.

II.

OUTLINES OF THE ART OF TRAINING.

"*Training is knowledge realizable in practice with the quickness of an instinct.*"
—BAIN.

GENERAL METHOD.

Ideas of each principle are first developed, then the principle is applied in the practice of the art, until both art and science are perfected by their natural reaction upon each other.

I. The art of analyzing subject-matter and arranging its elements in a logical order, and in an order in which the mind of the learner is capable of receiving it.

NOTES.

(1.) Text-books analyze subject-matter and arrange it in logical order, but seldom is the order in detail one in which the mind of the learner is capable of receiving it; hence the necessity of the teacher's possessing the art of such arrangement.

(2.) If the text-book should attempt to do this work for the teacher, it could only present a "cut and dried" plan fitting a supposed but never an actual case. The teacher must be prepared to originate arrangements adapted to minds of varied capability, having varied training and possessed of varied previous knowledge. No two situations are alike. Hence this art is absolutely necessary to good teaching.

PRINCIPLES.

1. The faculties of the intellect must be appealed to in the order in which they can act; perception, memory, imagination, conception, reasoning.

Still the mind must be exercised as a unity, and not as a "bundle of detached powers."

2. The idea precedes the term; objects before names, thoughts before sentences, knowledge before definitions, real things before their symbols.

Again, "Presentative or intuitive consciousness of an individual object, be it thing, act, or state of mind, immediately present here and now, must precede symbolical consciousness."

3. An order of dependence must be followed.

4. The concrete precedes the abstract.

5. Generals can be gained *only* through a consideration of particulars. First induction, then deduction.

NOTE.

Symbols, general and abstract truths are *nothing*, unless they suggest the real thing, the particular, the concrete. "From nothing, nothing comes."

However, minds possessed of sufficient experience to suggest some of the underlying particulars of a general abstract truth, are greatly strengthened by being presented with its mere form and required to furnish for themselves the particulars necessary to its full content or its verification.

This is no violation of the principle. The general truth is not grasped until *after* the investigation of particulars.

Ideas of terms are filled out in the same way even by children. "Children generalize with few particulars, and then rectify results."—*Taine.*

Hence we have the following principle:

6. The outline should precede details. The indefinite precedes the definite.

7. Knowledge should precede rules. Rules should precede anomalies and exceptions.

8. An epitome systematizes knowledge, and should come *after* it.

9. Proceed from the physical to the mental. Perception of material objects precedes reflection.

10. Proceed from the empirical to the rational.

11. "Every science is evolved out of its corresponding art." The art is in its turn perfected by the science.

12. The individual whole should first be taught, then analysis of the individual into elements, then synthesis of those elements to reform the individual.

13. The individual whole should first be taught, then synthesis of individuals to form classes.

14. First analysis, then synthesis of imitation, then synthesis of invention.

15. Proceed from the simple to the complex.

NOTE.

A simple whole in nature may be found upon analysis to be exceedingly complex. The idea of it as simple should precede the analysis and subsequent synthesis, which result in the idea of it as complex.

16. The unknown should be based upon the known, the connecting links being clear and definite.

17. "The consciousness of difference is the beginning of every intellectual exercise."

18. "Connection of contrasts pervades every step in the growth of an idea."

19. Uniformity in arrangement facilitates acquirement.

20. The affirmative should precede the negative.

II. The art of arousing the self-activity of the pupil.

PRINCIPLES.

1. What the pupil acquires without aid is more his than it else could be.

2. It is what the pupil does for himself which strengthens his powers.

3. Self-activity is roused by interest.

4. A clear understanding of a subject produces interest. (Hence see principles under I.)

5. "Instruct in such a way that an interest may awake and remain active for life."

III. The art of impressing what is taught.

PRINCIPLES.

1. One step must be thoroughly mastered before taking the next.

2. "He who knows one thing thoroughly, knows potentially much more."

3. Concentration is necessary to retention.

4. "The revivability of past impressions varies inversely as the vividness of present feelings."—*Spencer.*

5. "Of good heed-taking springeth chiefly knowledge."—*Ascham.*

6. "Practice makes perfect."

7. "Repetition enables the mind to grasp all the manifold ramifications and connections of a piece of knowledge which elude the mind in the first effort of acquirement.

8. Reason should assist memory.

9. Visual feelings are of all feelings most easily reproduced in thought.

IV. The art of cultivating intellectual power.

1. Power acquired by learning lasts longer than the thing learned.

2. The mind is formed by being furnished.

3. Faculties must be cultivated in the order in which they will act.

4. Faculties are developed through the performance of those functions which it is their office to perform.

5. The mind *as a whole* admits of cultivation at every step of development.

6. The strength of any faculty, and the desire to exercise it, are great according as it has been more or less called into activity.

7. The excessive use of one faculty may compromise the power of another.

8. Exercise of powers must be gradual and continuous.

9. The directive and executive faculties are interdependent. The higher the grade of intellectual work, the greater is the dependence.

10. Easy or monotonous exercises injure the mind. Drudgery may stultify the intellect.

V. The art of cultivating the power of expression.

PRINCIPLES.

1. Ideas are classified and thoughts made clearer by being expressed. "Every time we say a thing, we get a mechanical advantage in detaching it well and deliverly."—*Emerson.*

2. The ground of all sound knowledge is to understand the meaning of the words that are in your mouths all day long.—*Socrates.*

3. Ideas precede terms, etc. (See second principle under I.)

4. Terms are largely arbitrary. They require to be associated with what they represent.

5 Loose habits of expression create loose habits of thought.

6. Loose habits of expression create the habit of untruth.

7. The possession of words without ideas is like the possession of vast sums of inflated currency. There is a false appearance of wealth; hence the cultivation of conceit. Knowledge of real things cultivates humility.

8. Nothing injures literary style so much as the gaining of words without ideas. "Fill your head with words, and when you get an idea fit it to them. This is the common method, prolific of famished intellects and starveling expressions."— *Whipple.*

VI. The art of cultivating executive powers.

PRINCIPLES.

1. The brain is developed through appropriate exercise of the physical organs.

2. If due proportion is maintained, muscular power or skill and intellectual power may be acquired at the same time better than each separately.

3. Manipulation of materials corrects superficial ideas derived from words, and prevents conclusions from narrow premises.

4. Skill to do comes by doing; knowledge comes by eyes wide open and working hands.—*Emerson.*

5. A pencil is a good microscope.—*Agassiz.*

6. The habit of exactness, hence the moral habit of truth, is cultivated by industrial training.

VII. The art of cultivating moral power.

PRINCIPLES.

1. Life is kindled by life; hence the highest in children is roused only by example.—*Richter.*

2. Omit negative propositions; nerve us with incessant affirmations. Don't waste yourself in rejection, nor bark against the bad, but chant the beauty of the good.—*Emerson.*

3 A good or bad habit scarred into the brain pours forth its results almost spontaneously.

The reiterated choice of good and evil gradually determines character. —*George Eliot.*

4. For every character, no matter how low its moral plane, there is a possible easy step upward.

5. Order, neatness, beauty of surroundings, discipline, are means toward a moral effect.

6. Injustice and unkindness arise chiefly from incapacity for "imagining ourself to be somebody else"; hence cultivate sympathetic feeling.

7. Moral training should be gradual and continuous. It is as impossible morally as it is intellectually to pass from one grade of power to another without passing through the intermediate steps.

8. The order of moral development is, first, quick, vivid feeling; second, sound judgment; third, right action. These, however, act and react upon each other.

9. The moral power of a child must develop before it becomes the moral power of an adult. To expect of a child the moral power of the adult is to discourage so as to prevent growth, or to force an unsound development.

10. A wrong thing done lessens the power to do right; hence compulsion may be useful in useful negative results.

11. Positive increase of moral power can arise only through self-control.

12. Not the pupil's feeling toward the teacher, but the teacher's feeling toward the pupil, is significant.

13. To scorn another is to be incapable of rendering him moral assistance.

14. The sunshine of happiness is necessary to healthy moral growth. Continued unhappiness breeds moral disease.

15. Intellectual work and industrial work have much to do with the habit of truth.

NOTE.

Any study, such as natural science, which demands of the learner accurate descriptions of personal observations, tends to cure the habit of exaggeration. Any manual labor which must be done exactly, to be right, tends to cultivate the habit of truth.

VIII. The art of economizing power in the school-room.

PRINCIPLES.

1. The secret of thrift is knowledge. Knowledge of the laws and nature of an art enable you to work at it easily, surely, rapidly and successfully.—*Kingsley.*

2. Secure the "greatest good to the greatest number."

3. The more concentrated the teaching, the more comprehensive and efficient the instruction.

4. Learners should not do with their teachers what they can do by themselves, in order that they may have time to do with their instructor what they cannot do by themselves.—*Marcel.*

5. More excitement than is necessary to impress the point is wasteful. A brilliant experiment may be the least instructive.

6. It is wasteful to spend much time and power in cultivating a mind in a direction in which it is *radically* defective.

7. Concentrate the beginnings of knowledge. After the fire has caught you may trust it to spread of itself.

8. Method without flexibility, which ceases to be a means and becomes an end, is a hindrance rather than a help.

9. Intelligent method is one of the most powerful instruments of human labor.

10. The measure of information is not what the teacher can give, but what the child can receive.

IX. The art of cultivating æsthetic power.

PRINCIPLES.

1. We learn to love order and beauty by seeing them, to appreciate music by hearing it, etc.

2. We learn to appreciate the beautiful by attempting to produce it.

3. Much attention should be paid to the function of discrimination in the cultivation of taste.

X. The art of awakening a sense of the humorous.

AIM.

1 To enliven dull routine.

2. To create vivid associations, thus aiding retention.

3. To enable pupils to detect resemblances between widely different objects.

4. To furnish a source of happiness.

5. To promote discipline by breaking up a bad spirit, and creating a cheerful atmosphere.

6. To impart a knowledge of the proper use of wit and humor.

7. To enable the mind to detect quickly the shams and incongruities of life.

PRINCIPLES.

1. He who promotes the happiness of a little child for half an hour is a fellow-worker with God.—*Dwight.*

2. "Wit is a peculiar form of reason."

3. One witty saying soon doubles itself.—*Page.*

III.

GEOGRAPHY.

Object of Teaching Geography in the Common Schools.

NOTE.

The following results are reached by discussion in the Method Class. The Class have already become familiar with the general principles of method and the art of questioning.

I. Knowledge which should be acquired.

1. Intelligent ideas of the form, size and motions of the earth, the seasons and zones.

2. A detailed knowledge of the immediate vicinity, as far as these details form the basis of geographical concepts.

3 Well formed concepts of structure of continents, drainage, soil, minerals, climate, vegetation, animals, types of men, occupations, society, government and religion of man. These concepts to be based on vivid mental pictures of the *main* facts in regard to the earth's surface and its inhabitants.

4. Sufficient acquaintance with the use of maps, encyclopedias, etc., and with geographical terms, to enable the pupil to obtain detailed information in regard to any place, should such information be desirable.

II. Powers which should be cultivated.

1. Perception should be trained in the observation of surrounding objects and natural phenomena. Pictures and specimens should be examined. Sight should be educated in the sketching of maps and use of globes; both sight and touch by clay modelling and making of relief forms.

2. The representative faculties are trained by accustoming the pupils to form vivid mental pictures of the various facts presented. Imagination is thus trained to perform its most important function in the acquisition of truth. Memory should be trained to retain these mental pictures, but not the form of words describing them. Memory should be also trained to remember terms and names *associated with their objects* (not with position of words on the page, or lines on the map).

3. The elaborative faculties are cultivated in the forming of geographical concepts out of materials furnished by perception and imagination. Reason should be trained to appreciate the similarity and contrast, and the dependence of these conceptions, thus unifying the knowledge and assisting memory through the strongest laws of association.

4 Power of expression in words is cultivated by the interpretation of the language of description, reading books of travel, etc. The vocabulary is greatly increased. Pupils should describe in their own words the mental pictures which they must have previously formed. Repeating by rote the words of others does not cultivate this faculty or any other. (See Out. II, Art. V, Prin. 3-8.)

5. Power of expression by the use of the hand is trained by moulding in sand or clay, making globes, relief forms in putty, and by performing experiments; also by the sketching of maps, making impromptu diagrams to assist description and drawing objects for the same purpose. (See Out. II, Art. VI, Prin. 3, 4 and 5.)

NOTE.

Notice the value of the exercises under 4 and 5 in their quickening effect upon the faculties previously mentioned. (See Out. II, Art. V. Prin. 1, and Art. VI. Prin. 1 and 2.)

Order of Presentation of Subject Matter.

NOTE.

Many different arrangements are made by the class. Those which violate principles are rejected. Of those which remain, no two are alike, and they become the subject of lively discussion as to their relative merits. A specimen of fair work is presented. No order of this kind, however, is adopted to the exclusion of others. No one order can fit all circumstances. This order is based principally on two laws, Out. II, Art. I, Prin. 3, "An order of dependence must be followed," and Out. II, Art. III, Prin. 8, "Reason should assist memory."

ORDER.	DEPENDENCE SHOWN.
I. Geography of Vicinity.	I. The study of the vicinity must form the perception basis for the whole science of Geography. (Out. II, Art. I, Prin. 1, etc.)
1. Elementary ideas of: (*a.*) Form. (*b.*) Size. (*c.*) Position. (*d.*) Direction.	1. Through the form of objects, an idea of size is gained. Position as far as gained through perception is merely form under a new aspect. Direction is only position of objects with reference to each other.
2. Object lessons on animals, stones, soil, plants (observing their growth), clouds, sun, wind, rain, snow, etc.	2. These objects are studied as to form, size, position of parts, etc., hence "2" follows "1."
3. (*a.*) Structure and drainage studied by the observation of the vicinity and the use of the sand box and clay.	3. (*a.*) These points need as a basis the object lessons of "2," as for instance, drainage can be well studied only after the observation of soil, rain, etc.
(*b.*) Streets and principal buildings of vicinity.	(*b.*) These are determined by natural features largely, hence must follow them.
II. The Earth as a whole.	II. If we leave the study of the immediate vicinity, we must appeal to the imagination. The next town, if it has never been seen, is as far from the child, ***in thought,*** as London, a continent, or the whole earth.
	(*a.*) The earth as a whole is easier to picture than its complex parts. (Out. II, Art. I, Prin. 12.)
	(*b.*) A continent is simple in structure, but there cannot be a correct mental picture of a continent *off from the earth.* (Out. II, Art. I, Prin. 15.
	Hence Geography as a science must be based on the study of the earth as a whole.
1. Form and size.	
2. Surface.	2. Surface cannot be pictured without form and size.

ORDER.	DEPENDENCE SHOWN.
3. Motions of the earth.	3. Surface enters into the mental picture of "3."
4 Axis, poles and equator.	4. Idea of the rotation of earth necessitates thought of the axis, poles and incidentally of the equator.
5. Seasons.	5. These depend directly upon the motion of the earth and inclination of its axis.
6. Polar circles and tropics, and zones.	6. Discussion of sun's rays under "5," must necessitate thought of "6."
7. Other circles.	7. Needed before "8."
8. Latitude and Longitude.	8. The following facts in regard to continents are more or less dependent upon latitude, as drainage, form, climate, etc.
9. Structure of a continent.	9. We have now a place for the continents. To their structure, as the basis and determining cause, can be traced all of the remaining facts of Geography.
10. Oceans.	10. Determined by the position of the continents.
11. Form of continent.	11. The structure of the continent, and the inroads of the ocean (influenced by latitude) produce its form.
12. Drainage.	12. Every fact in reference to rivers, lakes, etc., is so because of some other fact true of the slopes of the continent.
13. Minerals and distribution of soil.	13. Drainage and the character of the material forming the continent determine the soil.
14. Climate.	14. This is determined by latitude, nearness to sea, altitude, prevailing winds, soil, etc.
15. Vegetation.	15. Determined by climate, soil, etc.
16. Animals.	16. Distribution of animals depends on vegetation, climate, etc.
17. Occupations of man.	17. Depending on natural productions.
18. Countries, cities, etc.	18. Political Geography depends on all which precedes.
19. History.	19. We cannot picture events without *place*, hence Geography forms a basis for History.

NOTE.

A young class just finishing the study of the vicinity are able to take up only main outlines and empirical facts under each head of II, page 34. The principal appeal should be made to their imagination. A review of the subject as the class advance will enable them to fill in this outline more fully and to apply the law of cause and effect. See Out. II, Art. I, Prin. 6 and 10; Out. II, Art. III, Prin. 7 and 8.

IV.

ARITHMETIC.

The arithmetical concepts are few, but out of their relations grow all operations in number. The mental processes involved in their acquisition and elaboration are the teacher's problem.

GENERAL PRINCIPLES.

1. Number is never realized except in things or in images of things.
2. We gain no knowledge of number from its representatives.

NOTE

A great danger in the teaching of number is using symbols too soon and too much.

3. In teaching the relations of number, no number should be considered "abstractly."

NOTE.

If the number does not apply to something definite there can be no clear notion of the relation, *i. e.*, we cannot think except in products of the representative faculties.

4. All relations between numbers must be taught between numbers containing but few units.

NOTE.

The numbers being easily pictured allows the mind to concentrate its attention upon the relations. Whenever the relations between numbers is not understood we should recur to smaller numbers and establish that relation.

5. "A number is not known until it is known at least in its relations to all numbers less than itself." Hence measure numbers.

6. The notions of unity and plurality come simultaneously; the recognition of either involves the act of discriminating between them.

7. There is primarily but one operation in arithmetic, *i. e.* reduction.

NOTE.

(1.) Notation is a reduction of units of comparatively small size to a smaller number of units of a larger size, so that the number may be the more readily held in mind.

(2.) Addition and subtraction are each reducing numbers standing in a certain relation to one another, to one equivalent quantity. Multiplication is reducing one number whose unit value is another number, to a number whose unit value is one. Multiplication is reduction descending; division is reduction ascending. (See page 38.)

8. There is but one fundamental notion in arithmetic, *i. e.*, of one number exceeding another. This, however, is amplified into five notions, dependent upon the five different points of view from which the numbers may be considered. These are, Addition, as, 4 + 2 = 6; Subtraction, as, 6 — 2 = 4; Multiplication, as, 3 of 2 = 6; Division, by the divisor, as, how many of 2 = 6; Division by the quotient, as, 3 of what number = 6. (See page 38.)

9. Definiteness of expression assists in clearness of thought.

NOTE.

The teacher should never in an explanation allow a multiplier to be stated apart from the multiplicand. When quotient and divisor are both known, they should always be given together, the quotient *must* be stated first.

10. A child's conceptions of number are best gained from one class of objects.

NOTE.

Objects of different kinds confuse if given before the relations are thoroughly established.

11. Use objects to teach operations; not alone to illustrate them.

12. The relations of numbers in their applications to problems are best gained and best retained if the form of statements varies as little as possible in all the different subdivisions of the subject.

NOTE.

Have few forms of analysis. "Uniformity of arrangement facilitates acquirement." The same form of statement should be used in multiplication and both kinds of division, the difference in operation being determined by a difference in emphasis or by the omission of one of the terms; as, 3 of 4 = ***12***; ***3*** of 4 = 12; 3 of ***4*** = 12.

13. There is no relation between numbers that cannot be illustrated with objects.

14. "Do not ask for a uniform method of illustration—encourage originality."

15. Mechanical rapidity and accuracy are legitimate ends to be gained, but can be best acquired through the avenue of clear perceptions of numbers.

16. A constant purpose in teaching the relations of number should be to secure, first, clear perceptions; second, vivid pictures in the imagination. In a healthy mind there will follow a spontaneous action of the elaborative faculties.

DEDUCTIONS FROM THE FOREGOING.

The expression, *tens of thousands*, means the product of thousands by tens; $\frac{3}{4}$ of 12 means 12 multiplied by $\frac{3}{4}$; $5\frac{1}{2}$ of 4 means 4 multiplied by $5\frac{1}{2}$; 5 of 4 means 4 multiplied by 5. This gives a symbol for relation which expresses an idea in itself. It also harmonizes the apparent lack of unity between multiplication of fractions and whole numbers.

NOTE.

This form of statement is convenient, but no stress is laid upon it in the school. The old form of "times" and "multiplied by" is used with this, the only emphasis is upon the importance of a *correct conception.*



Here are 3 of 2 stars. The 3, the 2, and the 6 are apparent and may be pictured either objectively or in the imagination. There is here no abstract number, yet there is an illustration of multiplication and both kinds of division.

STATEMENTS FROM THE PICTURES.

(1.) 3 of 2 marks = — marks. } Multiplication.

(2.) — of 2 marks = 6 marks. }
(3.) 3 of — marks = 6 marks. } Division.

The *one picture* determines all three operations; if the first or multiplication notion is *taught*, the remaining statements are but drill or test statements.

In Multiplication the multiplicand and product have the same unit value, while the unit value of the multiplier is the whole multiplicand.

In Division the divisor and dividend have the same unit value, and the unit value of the quotient is the whole divisor. (*Vide* statements and picture.)

There is great propriety in calling 2 marks the divisor, in both division statements, no matter whether the number *in* a group or the number *of* groups is required; for it refers to the same thing in the picture. It is very confusing to call two things as different as the number in a group and the number of groups both by the name *quotient* and both by the name *divisor*.

The advantage in keeping the *statements* in the same form as an aid to clear perceptions is apparent from the following:

How many yards equal 15 feet? 1 yard = 3 feet.

The question now is, ? of 3 feet = 15 feet. Answer, 5 of 3 feet = 15 feet. Therefore, 5 yards = 15 feet.

The following is an illustration of the three practical problems arising from one picture and requiring one form of statement:

One apple costs 2 cents, what will 3 apples cost?

3 of 2 cents = ***6 cents.***

One apple costs 2 cents, how many can be bought for 6 cents?

3 of 2 cents = 6 cents.

Three apples cost 6 cents, what is the price of one apple?

3 of ***2 cents*** = 6 cents.

There is a tendency in *explanations* to say *3 times* or *5 times*, thus violating Principle 9, page 37. We never stop with 3 of or 4 of. The word *of* forces us to a definiteness of expression, hence arouses thought.

Every problem in arithmetic that is not solved by simple addition or subtraction will naturally resolve itself into the following statement: —— of —— = ——. This great arithmetical triad is rational, for no one can make the proper insertions without understanding the problem in hand.

The following set of problems with their corresponding *statements* will illustrate the *unity of the subject;* also will be illustrative of a review lesson, testing conceptions. Pupils are to write statements, leaving blanks in place of answers; the answers may be inserted afterwards, if the teachers so desire:

1. If 5 oranges cost 35c., what does one orange cost?	5 of —— = 35c.
2. At $6.75 per barrel, how many barrels of flour will cost $45.50?	—— of $6.75 = $45.50.
3. What is the cost of $\frac{7}{8}$ of a box of lemons at $1.40 per box?	$\frac{7}{8}$ of $1.40 = ——.
4 How many square feet in a wall 9 by 12?	9 of 12 sq. ft. = ——.
5. What part of a yard is $\frac{3}{4}$ of an inch?	—— of 36 in. = $\frac{3}{4}$ in.
6. An agent sells $500 worth of goods at a commission of 2 %; what is his commission?	2 % of $500 = ——.
7. 5 pupils are absent out of 45; required the per cent of attendance.	—— of 45 = 40.
8. Sold goods for $20 which cost $15; what was the gain per cent?	—— of $15 = 5.
9. Of what sum of money is $25 five-sixths?	$\frac{5}{6}$ of —— = $25.
10. What is the interest on $300 for 3 yr. 4 mo. at 6 %?	20 % of $300 = ——.
11. What is the ratio of $\frac{3}{8}$ to $\frac{5}{7}$?	—— of $\frac{5}{7} = \frac{3}{8}$.
12. Interest $50; rate 8 % for 2 years 6 months; required the principal.	20 % of —— = $50.
13. Sold a horse for $200, gaining 25 %; what was the cost?	125 % of —— = $200.
14. Bank discount $40; rate 6 % for two years; required face of note.	12 % of —— = $40.
15. An agent received $5000 to expend in cotton after deducting his commission at 2 %; required amount expended.	102 % of —— = $5000.

The *unity of the different subdivisons* of arithmetic may be seen from the following tabular view:

Multiplication is Reduction Descending, and Reduction Descending is Multiplication.

Multiplication.	4 of 2 = ——.	1 two = 2 ones, 4 of 2 = 4 of 2 ones, or 8 ones.
Notation.	How many units in 2 tens?	1 ten = 10 units, 2 tens = 2 of 10 units, or 20 units.
Fractions. Reduction.	How many fourths in 2?	1 unit = $\frac{4}{4}$, 2 units = 2 of $\frac{4}{4}$, or $\frac{8}{4}$.
Fractions, Reduction.	How many fourths in $\frac{1}{2}$?	1 unit = $\frac{4}{4}$, $\frac{1}{2}$ unit = $\frac{1}{2}$ of $\frac{4}{4}$, or $\frac{2}{4}$.
Denominate Numbers, Integers.	How many inches in 3 feet?	1 ft. = 12 in., 3 ft. = 3 of 12 in., or 36 in.
Denominate Numbers, Fractions.	How many inches in $\frac{1}{2}$ foot?	1 ft. = 12 in., $\frac{1}{2}$ ft. = $\frac{1}{2}$ of 12 in., or 6 in.

Division by the Divisor is Reduction Ascending, and Reduction Ascending is Division by the Divisor.

Division by the Divisor.	—— of 2 = 8.	2 ones = 1 two, in 8 ones there are 4 of 2 ones, or 4 ***twos.***
Notation.	How many tens in 20 units?	10 units = 1 ten, in 20 units there are 2 of 20 units, or 2 ***tens.***
Fractions, Reduction.	How many units in $\frac{8}{4}$?	$\frac{4}{4}$ = 1 unit, in $\frac{8}{4}$ there are 2 of $\frac{4}{4}$, or 2 ***units.***
Denominate Numbers, Integers.	How many feet in 36 inches?	12 in. = 1 ft., in 36 in. there are 3 of 12 inches, or 3 ***feet.***
Denominate Numbers, Fractions.	How many feet in $\frac{1}{2}$ inch?	12 inches = 1 ft., in $\frac{1}{2}$ inch there is $\frac{1}{24}$ of 12 inches, or $\frac{1}{24}$ ***ft.***

NOTE.

While in the foregoing Outline it will be observed that the unity of the various processes and relations is well preserved by using the word "of" in some cases where "times" is commonly employed, it is not to be understood that this school is committed to this use of the preposition. A device is not to be mistaken for a method.

The unity of the subject may be still further seen from the following comparative view, which shows the *correspondence in the terms used.* This also shows that the concept-forming part of arithmetic is done when the *statements* can be filled out with fractions or whole numbers, and that the remaining part of the work is but applying new terms to old ideas. The concept or form of thought is essentially identical for all of the terms in each of the three columns:

TOPIC.	TERMS USED.		
Integer.	2	of 4 (or 2 fours) =	8.
Fraction.	$\frac{1}{2}$	of 4 =	2.
Multiplication.	Multiplier.	Multiplicand.	Product.
Division.	Quotient.	Divisor.	Dividend.
Notation.	Digit.	10 or a power of 10.	Written Number.
Prices.	Number of Articles.	Price of each article.	Price of all the articles.
Mensuration.	Number of units in Altitude.	Number of sq. units represented by base.	Area.
Mensuration.	Number of units in Altitude.	Number of cubic units represented by base.	Cubical Contents.
Fractions.	Fraction.	Number.	Fractional Part.
Percentage.	Rate.	Base.	Percentage.
Profit and Loss.	Gain or Loss %.	Cost.	Gain or Loss.
Commission.	Rate.	Amount sold or amount expended.	Commission.
Insurance.	Rate.	Amount Insured.	Premium.
Taxes.	Rate.	Assessed Valuation.	Tax.
Stocks.	Rate.	Par Value.	Premium. / Discount. / Dividend. / Assessment.
Exchange.	Rate.	Face of Draft.	Premium or Discount.
Interest.	Rate } Affected	Principal.	Interest.
True Discount.	Rate } by	Present Worth.	True Discount.
Bank Discount.	Rate } Time.	Future Worth.	Bank Discount.
Equation of Payments.	Average Time.	Sum of Payments.	Amount for one unit of Time.
Proportion.	Ratio.	Consequent.	Antecedent.

3. PRACTICAL.

But the training of teachers would be very incomplete if it should stop with the two departments before mentioned. Just as a medical college must have its hospital and daily clinic, so must a training school for teachers supply the opportunity for putting their professional knowledge to the test. This is offered in the Training or Model School in conjunction with the Normal School. Here the pupil is set at the actual work of teaching, and is required to exemplify the most approved methods in all of his work. He is not allowed to imitate blindly what he may have seen, nor is he allowed to follow out without thought the methods he may have been taught; his work is neither experiment, nor is it observation, but *bona fide* teaching, just as in the hospital the practitioner gives actual medical or surgical treatment to his patient. To this end each pupil of the third and fourth year of the course of study is set at work in the Training School where he teaches for *months*. He is encouraged to be original and self-controlled in all of his work, being held responsible for results. His work is daily observed by trained specialists, who direct his attention to his faults in government and instruction, and who help him in preparing his work. This plan insures the most rapid improvement in the pupil-teacher, and likewise rapid progress in the pupils whom he instructs. This work is pursued in all the grades from the kindergarten forward. The work done by the practice-teachers in this department is suggested in the following Outline:

V.

ILLUSTRATIVE LESSON.

NOTE.

The following is a view of what a *teacher* must know and do in preparing and teaching a lesson. It illustrates the difference between a scholar's and a teacher's knowledge of a subject. Each of the three points, Matter, Development and Drill, is of equal importance to the teacher, the first only is necessary to the scholar. Any one having an understanding of the "matter" of the lesson is in so far a scholar, but not therefore a teacher.

This lesson is the work of one of the student or practice-teachers, and suggests what our students are enabled to accomplish as the result of the professional instruction they receive.

MATTER.	GENERAL PLAN OF DEVELOPMENT.	GENERAL PLAN OF DRILL.
I.—The earth revolves around the sun once a year.	I.—Set up the tellurian and illustrate. Illustrate the direction in which the earth moves by contrasting its direction with the hands of a clock.	I.—Have pupils march around some object in the same direction as that in which the earth revolves.
II.—The earth's orbit is the path in which it revolves around the sun.	II.—Illustrate with tellurian. Draw a line upon the board representing the orbit.	II, III and IV.—The first four statements require little or no reasoning, and the laws of association will aid but little in the memorizing. Since the two points to be here regarded are the obtaining of a clear idea at the outset by means of illustration, and then a lasting impression upon the mind—a first-class drill is of vast importance.
III.—The plane of the earth's orbit is that space which is level with the earth's orbit.	III.—Fill a pail with water. Fasten some object so it will remain in one position on the water. Let this object represent the sun. Weigh a small wooden ball down (by attaching a small piece of lead to one portion of its surface), so that one-half of the ball will be underneath and the other half above water. Move this small ball around the object representing the sun, having the class notice the path in which it moves. Class notice that the surface of the water in the pail is level with this path. This level surface will represent the plane of the earth's orbit.	Drill as follows: Have pupils represent the earth by means of a turnip, piece of wood, or other suitable substance. A few minutes' instruction on the part of the teacher as to how to represent the earth and sun (speaking of such points as the inclination of the earth's axis and the revolution around the sun), will enable pupils to illustrate most fully every point necessary; such apparatus may be used in class in topical recitations
IV.—The earth's axis is inclined 23½° toward the plane of its orbit. The inclination is always the same.	IV.—Represent an axis to the small ball, and have pupils notice the inclination, and that this inclination does	

MATTER.	GENERAL PLAN OF DEVELOPMENT.	GENERAL PLAN OF DRILL.
	not change during the revolution. A stick may be inclined to a plane 50°, 90°, 23½°, etc., to bring out the idea of inclination more fully. Every pupil should be able to handle the representation of the earth and sun as well as the teacher. If the pupil is able to keep the proper inclination of the stick, representing the axis, during the revolution, it is sufficient proof that he understands the point. Represent the earth at different parts of its orbit by blackboard drawings.	to great advantage. This is to be done at home, bringing globes to school. It is safe to say emphatically, that if this work results in a waste of time, it is the teacher's fault after the globes have been made and not a fault in ordering such work to be done. Much drill here is absolutely necessary.
V.—The earth receives its light and heat from the sun. The sun sends forth its heat by means of rays which convey equal amounts of heat.	V.—Refer to the appearance of the rays of the sun entering a small aperture in a darkened room. Compare with the rays from a lamp.	V.—Pupils illustrate at the blackboard and repeat statements.
VI.—About one-fourth of the heat contained in each ray is absorbed by the atmosphere before reaching the earth. The remainder of the heat passes to the earth, from which the greater portion is reflected into the atmosphere. In this way the atmosphere receives its heat. In a cold place the atmosphere is cold; in a warm place it is warm.	VI.—Bring up the point that it is the moisture that absorbs the heat. Illustrate reflection by means of a mirror. Refer to Tyndall's experiment—rays of heat passing through ice without melting it. A joint of meat might be roasted before a fire with the air around the joint as cold as ice.	VI.—Test questions should be asked here, as to the temperature of certain places, on what it depends, etc.
VII.—As a result of the manner in which the sun's rays strike the earth, they are either vertical or oblique.	VII.—Illustrate by means of circles upon the blackboard. Represent the sun and earth. Represent rays passing from the sun to the earth. Lead pupils to imagine a more accurate picture. Then refer to the tellurian. Have pupils point out places where vertical and oblique rays would strike the earth	VII.—Pupils may go over the same work as teacher in development. Here we may use individual globes (those made by the class), to good advantage.

MATTER.	GENERAL PLAN OF DEVELOPMENT.	GENERAL PLAN OF DRILL.
	as it changes its position with regard to the sun.	
VIII.—More rays are concentrated upon a given portion of the earth's surface, heated by vertical rays than upon the same extent of surface heated by oblique rays. Therefore regions heated by direct rays are warm; regions heated by oblique rays are less warm; the more oblique the rays, the colder the region.	VIII.—(*a.*) Illustrate by blackboard drawings. (*b.*) Class compare number of vertical rays with number of oblique, the extent of surface being the same.—Conclusion drawn by class.	VIII.—Pupils illustrate with tellurian. Test questions as to the temperature of certain places, the direction of the sun's rays, etc. Reasons demanded.
IX.—As the earth revolves around the sun, the direct rays pass from north to south, and from south to north, but they never reach farther north than $23\frac{1}{2}°$ north latitude, or farther south than $23\frac{1}{2}°$ south latitude.	IX.—Illustrate with tellurian.	IX and X.—Pupils illustrate, and answer simultaneously test questions, admitting of short answers. Finally sum up the statements and give topical recitations.
X.—When the direct rays have reached $23\frac{1}{2}°$ north of the equator, places north of the equator are having their warm season, but as the direct rays pass farther south, it becomes colder north of the equator. When the vertical rays are $23\frac{1}{2}°$ south of the equator, places south of the equator are having their warm season, while the northern hemisphere has its cold season. Thus there is a change of seasons during the year, at all portions of the earth's surface.	X.—Illustrate with tellurian.	
XI.—(*a.*) Even though the earth revolve around the sun, if the earth's axis were not inclined to the plane of its orbit, there would be but one season at any portion of the earth's surface.	XI.—(*a.*) Set up the tellurian with the axis of the earth perpendicular to the plane of the orbit and illustrate.	XI.—Pupils illustrate with tellurian. After this the teacher may place a short outline upon the board and require a topical recitation of the whole subject.

MATTER.	GENERAL PLAN OF DEVELOPMENT.	GENERAL PLAN OF DRILL.
(*b.*) The earth's axis might be inclined to the plane of its orbit, yet if the earth did not revolve around the sun, there would be but one season at any portion of the earth's surface. Hence the change of seasons is due to the combined effect of two things: the revolution of the earth around the sun, and the inclination of the earth's axis to the plane of its orbit.	(*b.*) Illustrate, allowing the globe to rotate but not to revolve. Conclusion drawn by class.	

TOPICAL RECITATION.

EXPLANATORY NOTE.

It will be noticed by the numbering, that the statements of the matter in the topical recitation reverse the order of the statements as gained by development. The logical order of the subject is the reverse of the order in which the ideas are first gained by the learner. It is not necessary that the topical recitation should contain all the matter in formal statements which is found in the matter to be developed. Thus, the topical recitation omits a few definitions, such as II and III, which are absolutely necessary in order that the pupil may gain the idea in development. Simply an intelligent reference to these statements (directly or indirectly), is sufficient. Some points it is best to explain more definitely. In case the teacher is doubtful as to the pupil's knowledge of minor points, a few test questions are better than topical recitation.

The change of the seasons upon the earth's surface is caused by the inclination of the earth's axis to the plane of its orbit and the earth's revolution around the sun. In case either of the above causes were removed, there would be but one season upon each portion of the earth's surface.

By a change in season is meant a decided change in the general condition of the atmosphere of a place, occurring at regular periods during the year. The immediate cause of the change of seasons is the passing of the direct rays of the sun from north to south and from south to north, this occurring once a year.

Warm regions are heated by direct rays, or those nearly so; cold regions receive their small amount of heat from indirect rays, and the more oblique

the rays, the colder the region. The reason for this is as follows: A given extent of surface receives more heat from direct rays than the same extent of surface heated by indirect rays, because more rays are concentrated upon a given extent of surface, if the rays are direct than if they are indirect. Most of the heat of the sun finally circulates through and warms the atmosphere; hence cold places have a cold atmosphere and warm places a warm atmosphere. The general condition of a place as to heat or cold is therefore the effect of the sun's rays upon the atmosphere of that locality.

Any alteration of the present inclination of the earth's axis would change the time of the seasons. The axis of the earth is inclined $23\frac{1}{2}°$ to the plane of its orbit. This inclination is always the same

COURSES OF STUDY.

There are two Courses of Study, the Elementary and the Advanced. The Elementary Course comprises three years, the Advanced Course four years. Both courses recognize the necessity of a broad culture in the teacher, and accordingly extend the work over as large a field in science, literature and art as time and thoroughness of work will allow. It is the settled policy of the school to raise its standard of admission from year to year, until the time shall come in which all students can devote themselves wholly to professional work. The schools of the state do not demand that teachers shall be trained in any shorter time than at present, but they need those who shall begin their training with a more thorough academic foundation. The Elementary Course amply qualifies teachers for primary and grammar grades; the Advanced Course is designed to fit its graduates for the duties of high school grades, and for the superintendency of graded and city schools.

The professional work is so arranged in this school as to offer to graduates of properly accredited high schools and colleges a PROFESSIONAL COURSE *of one year. As this Course cannot be covered in less time, no one will be graduated who does not spend an entire year in the school.* (*See pages 51, 52 and 53 for conditions of admission.*)

While it is presumed that a student coming to us with a diploma or certificate from another school is master of the subjects covered by his diploma or certificate, he is held responsible for such mental ability to master new subjects as his previous course of study would indicate to be reasonable. He is also expected to seize, with a true scholar's love of knowledge, upon every opportunity he may find here for review, with the full understanding that his record here is to be the standard of our estimate of his fitness to teach. His credentials admit him, but they must be verified here by his ability to do the work of the course.

A tabular view of the Courses of Study is presented on the following page:

TERMS.	Recitat'n Periods.	ELEMENTARY COURSE. C CLASS.	B CLASS.	A CLASS.	ADVANCED COURSE. JUNIOR CLASS.	SENIOR CLASS.
FIRST TERM.	I.	Arithmetic.		Practice. Eng. Literature.	Eng. Literature.	Latin.
	II.	Drawing. Writing.	Reading. Rhetoric.	Practice. Psychology.	Latin.	Algebra. Geology.
	III.	Grammar.	Physiology. U. S. History.	Practice.	Geometry.	School Law.
	IV.	Reading.	Arithmetic. Algebra.	Practice. Phys. Geography.	Hist. of Education School Economy.	Physics.
	V.	Geography.	Psychology.	Practice. Chemistry.	Botany. Chemistry.	General History.
SECOND TERM.	I.	Arithmetic	Book-keeping. Civil Government	Physics.	Practice.	Practice.
	II.	Natural History with Drawing.	Rhetoric. Hist. of English.	School Economy. Hist. of Education	Latin. Practice.	Practice. Trigonometry.
	III.	Grammar.	U. S. History. Botany.		Phys. Geography. Practice.	Practice. Astronomy.
	IV.	Readings from General History. Word Analysis.	Algebra.	Geometry.	Psychology. Practice.	Practice. Latin.
	V.	Geography.	Methods.	Chemistry. Botany.	Chemistry. Practice.	Practice. Phil. of Education

PROFESSIONAL WORK.

This course is open to all students who have the requisite academic training. Graduates of high schools of good standing and colleges are admitted to it without examination. It can be completed in one year. Those who complete the work are granted the regular diploma. The Professional subjects include Psychology, Methods, School Economy, School Law, History of Education, Science of Education, Practice Teaching and Reviews. (See Outlines.)

SESSIONS OF THE SCHOOL.

There are five daily sessions of the school each week, from 8.30 A. M. to 12.40 o'clock P. M.

The hours of study are from 3 to 5 and from 7 to 9 o'clock P. M. daily, except on Friday evenings and Saturday afternoons. This arrangement divides the day into two periods, that from 8.30 A. M. to 12.40 P. M., during which time the students are engaged in recitation; and that covered by the study hours in the afternoon and evening. The strict observance of the latter period is of quite as much importance as the former. No pupil will be expected to absent himself from duty during either interval, nor will it be presumed that pupils are to be interrupted by callers or visitors during their study hours, any more than during the hours of recitation. As the spirit of the school is thoroughly loyal to this plan, any person feeling himself unable to comply cheerfully with these habits of work will not find this school congenial to him.

GENERAL EXERCISES.

Spelling, daily.
Rhetorical Exercises, daily.
Gymnastics, daily.
Vocal Music, Daily.
Composition Work, and Written Examinations by all the classes, from 8.30 to 10.30 A. M. every Saturday.

This arrangement for examinations has been found to be very desirable, removing entirely the feeling of nervousness often engendered when several examinations are held during the same week. The plan so distributes the work that a pupil pursuing four subjects has an examination in each one once a month.

DIPLOMAS.

Diplomas will be issued to graduates of the respective courses.

Certificates of standing in each study of the several classes will be issued to those who desire them at the close of each year or upon leaving school at the end of a term.

ADMISSION.

1. The essential qualifications, of which students should be well satisfied, are their physical ability and their natural adaptation to the teacher's profession.

2. For admission to the Elementary Course, candidates must be fifteen years of age. They must pass a creditable examination in Orthography, Reading, Grammar and Language, the general Geography of the World, and Arithmetic. They must sign a *written pledge to continue one term*, to teach two years in the schools of the State, unless prevented by circumstances beyond their control, and to report semi-

annually to the President. The examinations are both written and oral—the aim being to determine the *ability* of an applicant, rather than a list of the facts he has at hand. Many persons who would pass a poor examination on questions of fact, may be the very strongest students, the most vigorous thinkers.

3. Applicants for the Advanced Course will be examined in all branches preceding the Junior Class.

4. Graduates of the State High Schools and properly accredited Colleges, will be admitted to the professional work without examination, on the certificate of the Principal that they have passed the required branches.

Attention is called to the following resolution of the State Normal Board, adopted at its annual meeting in June, 1884:

Resolved, That in the examination of candidates for admission to the Normal Schools, second grade county certificates shall admit to the C Class. That the certificates of the State High School Board be accepted for the subjects named, and that graduates of the State High School Course be admitted to the Professional Course without examination.

5. The time at which classes are formed may be seen by consulting the Course of Study. A new C Class will be formed at the opening of each term—that formed after the holiday vacation returning to work at the same period the following year. This is done to accommodate a large class of teachers who need to review the elementary branches.

6. Students will not be received after the beginning of a term, except upon the most satisfactory excuse. Any who cannot be present upon the first day of a term should report to the President beforehand, that their absence may be un-

derstood. Neither is it expected that students will leave before the close of a term, unless compelled to do so by circumstances beyond their control.

7. Students already entered in classes, and having no examinations to pass, are not required to be present the day of examination.

8. Students will not be admitted into any advanced class without having passed all the studies of the lower classes.

9. Examinations will be held on the first day of each term, and in all studies up to the subject pursued at the time of entrance.

SUGGESTIONS TO APPLICANTS.

To determine your own fitness for admission to the school, ask, and be able to answer in the affirmative, the following questions:

a. Can I read fluently and with understanding?

b. Am I a good speller?

c. Can I write rapidly and legibly?

d. Am I familiar with the use of the dictionary?

e. Do I thoroughly understand the principles of elementary arithmetic, and am I skillful in their application?

f. Do I habitually use, in speaking and writing, good English? Am I familiar with the proper use of capital letters, and the general rules for punctuation? Can I analyze

correctly an ordinary English sentence, classify the parts of speech, and give their office and construction?

g. Can I name and give a brief description of the continents and principal countries of the globe, locate the principal mountain ranges, rivers and cities, and can I explain, with reasonable clearness, the changes of the seasons?

These questions indicate the subjects upon which the failures of applicants are most frequent. If you have been a careful student in any good Grammar School, and have completed its work, you should be able to answer these in the affirmative, for this is the work for which the Grammar Schools, and not the Normal School, should be held responsible. Every negative or doubtful answer will diminish the probability of your admission. The time spent on more advanced studies will be of little value to you, as a preparation for the work of the Lower Classes.

Obtain a letter from your County Superintendent, if possible, introducing you to the school. This will be all the recommendation you will need.

Bring with you, as useful for study or reference, all the text-books you have.

Students must come fully prepared to give their undivided attention to the work of the school during the entire term. The demands of school are so pressing that students cannot be permitted to engage during term time in any employment or pleasure—as taking private music lessons or attending parties or other entertainments—which is not directly connected with their work.

DISCIPLINE.

In a Normal School there should be no need of referring to the matter of discipline. Only those should come, or be admitted, who have well-formed, correct habits. This is not in any sense, a reform school, and young gentlemen or young ladies who are not disposed to submit willingly and cheerfully to all the wholesome restraints found necessary for the good working and good reputation of the school, will be unhesitatingly dismissed.

We are, in a measure, responsible to the State for the character and acquirements of each pupil graduated from the school. This being the case, we are compelled to exercise the most rigid scrutiny in reference to both of these points. Offenses, that in a mere academic institution might be passed over lightly, here are viewed rather as indicating the unfitness of the offender for taking charge of and training the children of the State. In this way it sometimes happens that pupils are advised to withdraw from the school, or are even dismissed, when no very serious charges are brought against them; they have merely convinced us that they are not suitable persons to enter the profession of teaching.

No publicity is given to such cases, except when it becomes necessary to protect the school from false accusations. Nor is our action ever taken with a view of punishing the offenders. They are simply permitted to go to schools where they or their parents can pay for the work of discipline. The State can afford to educate for teachers only those above the need of such work.

TUITION.

Tuition is *free* to all students entering the Normal Department and who sign the required pledge to teach for at least two years in the public schools of the State.

To all not pledged to teach, the tuition is $30 per year.

In the Model School, $12 per year.

All tuition is payable quarterly, *strictly in advance.*

TEXT BOOKS.

Text books will be furnished free of charge in all departments of the school to those who pay tuition; to all others a uniform fee of $1.50 per term for rental of such text books as may be needed will be charged.

A strict account will be kept of all injury done to books and a charge made therefor.

Students are allowed to purchase their books if they prefer to do so. To all such, books are sold at the lowest eastern wholesale rates.

PREPARATORY DEPARTMENT.

The common schools of this section of the State have so multiplied as to make it unnecessary to continue this department longer. Accordingly the Normal Board at its meeting June 8, 1886, formally abolished it. This elevation of the standard for admission will allow more room for those qualified to do the professional work of the school.

THE MODEL SCHOOL.

This school includes pupils of all grades from the lowest Primary up to the High School.

In its organization, its management and in all of its appointments it furnishes to the pupils of the Normal Department a model for observation and imitation. The very rapid and thorough progress of its pupils enables the practice teacher to see what may and ought to be accomplished in any good school. A general view of the course of study is presented in the following outline:

- Arithmetic, completed.
- Geography, completed.
- Language and Grammar.
- Penmanship.
- Drawing.
- Vocal Music.
- Reading
- U. S. History
- Elementary Science:
 - Botany.
 - Physiology.
 - Physics.
 - Natural History.
 - Physical Geography.
 - Mathematical Geography.
- Algebra.
- Geometry.
- Book-keeping.
- Literature.

The entire resources of the Normal School in the way of apparatus and all educational appliances are used in the Model School. Its pupils have the full benefit of the museums, physical apparatus and laboratory. These give to this school such opportunities in the way of the illustration of the laws of nature as can be found in almost no school of its grade.

General Information.

LOCATION.

The school is located in the city of St. Cloud, county seat of Stearns county, seventy-five miles above St. Paul. The city lies upon the west bank of the Mississippi River. It is the center of a net-work of railroads, giving it communication with all parts of the State. The Northern Pacific and the St. Paul, Minneapolis & Manitoba railroads bring students direct to the city from all points within the vast territory covered by their tracks. St. Cloud is a rapidly growing city, with a present population of about five thousand. It affords to all students good opportunities in literary, social and religious culture—all of the leading christian denominations having houses of worship here. It is one of the most beautiful and healthful cities in the State.

HISTORY.

This school was opened in September, 1869, in the hotel building known as the Stearns House. Since the completion of the present spacious and beautiful structure in 1875, the old building has been used as a Ladies' Home. During the seventeen years of its existence it has graduated three hundred teachers, who have returned to the State, on an

average, two and a half times the service they pledged themselves to render. Many of them have made teaching their life work. Their constantly widening experience enables them to make their labors more and more valuable to the State in raising the standard of its schools.

In addition to these, several thousand young persons have taken a partial course of training here, all of whom were thereby better qualified for the work of the school room, many, indeed, receiving such an impetus as to place them in the ranks of the best teachers.

OBJECT AND PLANS OF THE SCHOOL.

The object of the school is to train teachers for the public schools of the State. The course of study and all the work of the daily program are arranged solely with this end in view. Because of the strict adherence to this plan, no effort is made to secure students for the Academic Course alone, for, while such are admitted as tuition students, no impression is allowed to prevail that this is not strictly a *teachers' school for teachers.*

THE BUILDING.

The building occupied by this school is quite ample for the present needs of the school, and in its convenience and furnishing is believed to be second to none in the Northwest. Situated upon the high bluff overlooking the Mississippi

river, the location is no less beautiful than healthful. The whole building is heated by steam and has a thorough system of ventilation. The entire basement of the school building has been finished and furnished for the Model Department.

APPARATUS.

The collection of apparatus in the school is large and of the finest quality.

PHYSICS.

This department includes a complete set of apparatus, sufficient for all subjects in the course, containing a large air-pump, an electric machine, a whirling-table with its accessories, a fine spectrometer, large prisms, mirrors and lenses, a steam engine, a sonometer, a Ruhmkorff's coil, capable of giving a five-inch spark, a plunge battery, a fifty-cell Bunsen battery, an electric motor, suction and force pumps, a specific gravity apparatus, an aneroid barometer, a Hero's fountain, a full set of induction apparatus, an electric light, Geissler tubes, a dissolving view stereopticon with some four hundred fine views on scientific and other subjects, a solar microscope with a full set of slides, and many other pieces, making one of the finest collections, if not the finest, in the State. The apparatus is protected by beautiful hardwood cases, and is made use of daily in illustration of the lessons in the class room. Some two thousand dollars have been expended in this department. Many pieces of the apparatus were ordered direct from Europe.

CHEMISTRY.

This important subject, including both the elements and qualitative analysis, is taught by a combination of class work and laboratory practice. The student during the afternoon of each day *performs all of the experiments for himself in the laboratory*—on the following morning in the class room he reports upon his researches, and aided by teacher, text book and classmates he corrects his judgments and prepares for the experimental work of the afternoon.

The intrinsic value of much work done by a pupil in self-experimentation is totally destroyed by *telling him beforehand of the results of his experiment, thus robbing him entirely of the stimulating pleasure of discovery.* This fatal error is studiously avoided.

All needed appliances for illustration and individual experiment are furnished free of charge.

PHYSIOLOGY.

The instruction in this subject, with its allied subjects of hygiene and anatomy, is illustrated by means of personal dissections by the class in the laboratory, with skeletons, plaster casts, models, charts and a superior MANIKIN.

The manikin was purchased in Paris, and is as fine a one as can be had in Europe. It is Azoux's best, being a complete model of the entire human body in correct proportion and natural color, showing by a minute dissection every important muscle, nerve, blood-vessel and organ of the system. It is made of *papier-mache*, and is very firm and durable. More than 2,000 details of anatomy are shown. It is a marvelous piece of scientific mechanism. A week's study with it is worth a term without it.

GEOLOGY AND MINERALOGY.

A carefully selected cabinet of several thousand specimens furnishes a basis for the presentation of these subjects. In these, as in all other branches, the principle that *what a student does for himself is the only real education*, is carried out. A thorough examination of specimens by the student is a necessary preparation for every lesson.

LIBRARY.

A library of several thousand volumes is open to the school. A full supply of the standard reference books, dictionaries, encyclopedias—several sets, both American and Brittanica—gazetteers, etc., furnishes all needed information upon subjects discussed in the class room.

A library of text books upon all subjects is open to the students, where they find help in examining the various methods presented by our standard text book authors in the different branches.

This library has been recently designated as a Depository of Public Documents, and now has upon its shelves 500 volumes from the Government Printing Office, many of them of great value. These are open to the public for consultation at any time during the day from 8.30 A. M. to 4 P. M.

READING ROOM.

The Reading Room has been fitted up by the Students' Literary Society with a new carpet and chandeliers.

Both it and the Library are open daily to students during all hours when they are not required to attend to the duties of the school.

BOARDING.

The new Ladies' Home, finished during the early fall of 1885, proves to be an invaluable adjunct to the school. It affords the best accommodations to seventy-five young ladies, and can furnish day-board to fifty more, ladies or gentlemen. The nearness of the Home to the school makes it peculiarly desirable during the winter months, saving a long walk through the cold and snow.

The building is a credit to the State and a monument to the wisdom and foresight of the Legislature. It is built of cream-colored brick, three stories in height, 105 feet in length and 65 feet in depth, in the form of an L. The first floor is occupied by the Matron's apartments, parlors, gentlemen's waiting room, dining hall and kitchen—the two upper floors by the sleeping rooms and bath rooms. In the basement are six Ruttan heating furnaces, the laundry, cellar and janitor's rooms. The upper floors are connected by broad, gently-sloping stairways, each one relieved by a landing. The rooms are high and airy, the halls ample and well lighted.

The building is heated and ventilated by the most perfect system known to architects—the Ruttan system. All the rooms are kept at a uniform temperature of 68 to 70 degrees, *and all of the air in each room is changed as often as every 20 minutes.* The Home is lighted with gas and supplied with every convenience of the best modern homes. Large bath rooms for the use of students, with hot and cold water, are within easy access from all the rooms. A windmill for lifting water to a tank in the attic, with which hose is connected, insures protection in case of fire, while the most approved fire-escapes, three in number, are attached to the building.

The furnace-heating and gas-lighting do away with all fire on the floors of the Home, rendering the building practically fire proof.

The comfort and convenience of the young ladies at the Home has been made a matter of long and careful study, and it can be confidently said that it affords to those so fortunate as to board there all the pleasures of a home, with none of the discomforts of a boarding house.

The house is furnished throughout with carpets and substantial new furniture.

Rooms for students are supplied with table, chairs, carpet, bedstead, springs, mattress, pillows, bureau, washstand, wash-bowl and pitcher, window shades, and gas-lamps with shades, and every room has a closet.

Students will provide their own napkins, towels, pillow-cases, one pair of sheets, woolen blanket, comfortable and spread. Each young lady is requested to bring a water-proof cloak, umbrella and pair of rubbers.

Each student is expected to do one-half hour's work each day under the direction of the Matron. This work is light housework—never including washing or scrubbing.

The most careful attention is given to all the customs of a refined home—the young ladies being taught, both by precept and example, those refinements of manner which mark the cultivated ladies of society. Inasmuch as all true courtesy and culture spring from the Golden Rule, much stress is laid upon the importance of governing all actions upon the principle of right and charity. The Home, as a Christian household, is thus kept free from the gossip and personalities which have their root in selfishness.

The table is supplied with an abundance of well-cooked food and in ample variety. The bill of fare is equal to that upon the tables of the best families in the city. The testimony of the students in the past may be appealed to upon this matter—their unanimous verdict being one of complete satisfaction.

Such rates of boarding as this school offers, it is firmly believed, cannot be equaled by any other school in the country.

The price per week, including furnished room, light, fuel, board, use of laundry, bath rooms, and all the conveniences of the Home, is only THREE DOLLARS, payable monthly in advance. When this amount is compared with the expenses of other Boarding Halls for young ladies, it will be seen to be from fifty cents to seven dollars less per week than is charged anywhere else.

While most of the washing is done by women outside the Home, who are employed by the students, a limited amount may be done by the young ladies, in the laundry. All of the ironing may be done by the students if they so desire.

Preference in choice of rooms will be given in the order of application. As the rooms were nearly all engaged at the very opening of the building last fall, it is probable that more applications will be received this year. Those wishing rooms should therefore apply early.

Board can be secured in private families at from $3.00 to $4.00 per week.

Students compelled by necessity (*no others should think of it*) may secure rooms for self-boarding at moderate rates.

Particular attention is called to the following points:

1. Students who do not board at home, are expected to consult the President before selecting boarding places.

2. Pupils will not be allowed to board at places not indorsed by the Faculty of the school.

3. Ladies and gentlemen will not be allowed to board in the same family. This rule shall apply equally where the house is occupied by two or more families.

4. Permission must be obtained in every case where pupils desire to board in families where boarders are taken who are not connected with the school.

5. Brothers and sisters will be allowed to board in the same house, provided no other boarders are received into the house.

6. Students will not be expected to change their boarding places without consulting some member of the Faculty.

7. Every means will be taken to secure suitable boarding places for such students as desire this service, and families in which students board will be encouraged to report the least departure from perfectly ladylike and gentlemanly conduct.

8. Pupils may receive calls on Friday evenings from 6 to 9 o'clock, and on other days before study hours.

It is presumed that every student will see in these regulations the expressed judgment of responsible authority, and will heartily comply with not only their letter, but their spirit as well. This school is not a reformatory, nor are the teachers expected to do police duty. Any student who needs police restraint can give no promise of becoming a teacher.

RAILROADS.

Round-trip vacation tickets will be sold to students at the railroad offices in St. Cloud, good from St. Cloud to their homes and return, for one and one-fifth of the regular fare. These tickets will hold good during the vacation. Omnibuses attend every train, and will bring students to the School or Home for 15 cents.

ACKNOWLEDGEMENTS.

The acknowledgements of this school are very heartily extended to the people of the State for their cordial support, and especially to the loyal public sentiment of St. Cloud, which has ever looked with pride upon an institution devoted to the upbuilding of the cause of education in her midst, as well as in the State at large.

SIGNAL SERVICE WORK.

The school is now in connection with the State Department of the United States Signal Service Bureau. This work will be made tributary to the class instruction in science, thus giving the pupils a practical familiarity with one of the most important branches of modern scientific research. When it is remembered that 88 per cent of all the predictions of the Signal Service Bureau are fulfilled, and that the great commercial, industrial and agricultural enterprises are profoundly affected by them, nothing further need be said upon the advantages of a practical knowledge of the subject of meteorology. Being in connection with the entire department, the school will receive the results of the observations from the other signal stations.

MUSEUM.

The school is now in condition to care for contributions to the department of Natural History and Geology, and to all lovers of these lines of scientific thought, and especially to the Alumni of the school, a very hearty invitation is extended to send us whatever may add to the value of our already large collection.

The Rev. E. V. Campbell, of this city, has donated to the school the following valuable Herbarium:

Ranunculaceæ.

Clematis.
Virginiana.
Anemone.
patens.
Caroliniana.
cylindrica.
Virginiana.
Pennsylvanica.
nemorosa.
Hepatica.
triloba.
acutiloba.
Thalictrum.
anemonoides.
dioicum.
Ranunculus.
aquatilis.
multifidus.
abortivus.
fascicularis.
repens, var. hispidus.
Cymbalaria
rhomboideus.
Flammula.
Caltha.
palustris.
Coptis.
trifolia.
Aquilegia.
Canadensis.
Delphinium.
azureum.
Actaea.
spicata.

Berberidaceæ.

Caulophyllum.
thalictroides.

Nymphæaceæ.

Brasenia.
peltata.
Nymphœa.
tuberosa.
Nuphar.
advena.

Sarraceniaceæ.

Sarracenia.
purpurea.

Papaveraceæ.

Sanguinaria.
Canadensis.

Fumariaceæ.

Dicentra.
Cucullaria.
Corydalis.
glauca.
aurea.

Cruciferæ.

Nasturtium.
palustre.
Cardamine.
rhomboidea.
pratensis.
hirsuta.
Arabis.
lyrata.
hirsuta.
perfoliata.
Drummondii.
Erysimum.
cheiranthoides.
Sisymbrium.
canescens.

Brassica.
Sinapistrum.
Draba.
nemorosa.
Caroliniana.
Capsella.
Bursa-pastoris.

Capparidaceæ

Polanisia.
graveolens.

Violaceæ.

Viola.
Selkirkii.
sagittata.
cucullata.
delphinifolia.
blanda.
lanceolata.
rotundifolia.
canina.
rostrata.
Canadensis.

Cistaceæ.

Helianthemum.
Canadense.

Droseraceæ.

Drosera.
rotundifolia.
longifolia.

Caryophyllaceæ.

Vacaria.
vulgaris.
Silene.
nivea.
Lychnis.
Githago.
Arenaria.
lateriflora.
Cerastium.
arvense.
Sagina.
procumbens.

Portulacaceæ.

Talinum.
teretifolium.
Claytonia.
Virginica.
Caroliniana.

Geraniaceæ.

Geranium.
maculatum.
Carolinianum.
dissectum.
pusillum.
Robertianum.

Rhamnaceæ.

Ceanothus.
Americanus.

Polygalaceæ.

Polygala.
lutea.
sanguinea.
cruciata.
brevifolia.
verticillata.
ambigua.
paucifolia
Senega.

Leguminosæ.

Lupinus.
perennis.
Crotalaria.
sagittalis.
Trifolium.
arvense.
pratense.
hybridum.
repens.
agrarium.
procumbens.

Psoralea.
argophylla.
esculenta.
Petalostemon.
violaceus.
candidus.
villosus.
Amorpha.
fruticosa.
canescens.
microphylla.
Astragalus.
caryocarpus.
Canadensis.
Desmodium.
paniculatum.
Vicia.
sativa.
Americana.
Lathyrus.
Canadensis.
ochroleucus.
palustris.
Apios.
tuberosa.
Phaseolus.
perennis.
diversifolius.

Rosaceæ.

Spiræa.
salicifolia.
Agrimonia.
Eupatoria.
Geum.
album.
strictum.
triflorum.
Potentilla.
Norvegica.
Canadensis.
argentea.
Anserina.
palustris.
Rosa.
lucida.

Saxifragaceæ.

Parnassia.
Caroliniana.
Saxifraga.
aizoides.
Virginiensis.
Pennsylvanica.
Heuchera.
Americana.
Mitella.
nuda.
diphylla.

Crassalaceæ.

Penthorum.
sedoides.

Haloragieæ.

Proserpinaca.
palustris.
pectinacea.

Onagraceæ.

Circea.
Lutetiana.
alpina.
Epilobium.
angustifolium.
alpinum.
palustre.
molle
Œnothera.
serrulata.

Melastomaceæ.

Rhexia.
Virginica.

Lythraceæ.

Lythrum
alatum.
Hyssopifolia.
Cuphea.
vicosissima.

Umbelliferæ.

Sanicula.
Canadensis.
Æthusa.
Cynapium.
Thaspium.
trifoliatum.
Cryptotænia.
Canadensis.
Osmorrhiza.
longistylis.
brevistylis.

Cornaceæ.

Cornus.
Canadense.

Caprifoliaceæ.

Diervilla.
trifida.
Triosteum.
perfoliatum.
Viburnum.
acerifolium.

Rubiaceæ.

Galium
trifidum.
triflorum.
Houstonia
cærulea.
ciliolata.

Valerianaceæ.

Fedia.
Fagopyrum.

Compositæ.

Liatris.
cylindracea.
scariosa.
pycnostachya.
Eupatorium
ageratoides.
Tussilago.
Farfara
Aster.
azureus.
oblongifolius.
puniceus.
Tradescanti.
Solidago.
nemoralis.
Radula.
Ridellii.
speciosa.
Chrysopsis
villosa.
Rudbeckia.
hirta.
Lepachys.
pinnata.
Coreopsis.
palmata.
Bibens
cernua.
Helenium.
autumnale.
Artemisia.
Canadensis.
Ludoviciana.
Antennaria.
margaritacea.
plantaginifolia.
Senicio.
aureus.
Triximon.
cuspidatum.

Nabalus.
albus.
racemosus.
asper.
serpentaria
Lygodesmia
juncea
Taraxacum
Dens-leonis.

Lobeliaceæ.

Lobelia.
cardinalis.
syphilitica.
puberula.
Kalmii.
spicata.

Campanulaceæ.

Campanula.
rotundifolia.
Americana

Ericaceæ.

Arctostaphylos.
Uva-ursi.
Gaultheria.
procumbens.
Epigæa.
repens
Kalmia.
latifolia.
glauca.
Ledum.
latifolium.
Pyrola.
rotundifolia.
elliptica.
secunda.
Monotropa.
uniflora.

Plantaginaceæ.

Plantago.
Patagonica.

Primulaceæ.

Trientalis.
Americana.
Lysimachia.
thyrsiflora.
stricta.
ciliata.
longifolia.

Lentibulaceæ.

Utricularia.
minor.
vulgaris.

Scrophulariaceæ.

Scrophularia.
nodosa.
Chelone.
glabra.
Pentstemon.
pubescens.
grandiflorus.
Mimulus.
ringens.
Jamesii.
Gratiola.
Virginiana.
Veronica.
Americana.
Gerardia.
asper.
Castilleia.
coccinea.
sessiliflora.
Pedicularis.
Canadensis.
Lanceolata.

Verbenaceæ.

Verbena.
hastata.
urticifolia.
stricta.
bracteosa.

Labiatæ.

Teucrium.
Canadense.
Dracocephalum.
parviflorum.
Physostegia.
Virginiana.
Brunella.
vulgaris.
Scutellaria.
parvula.
galericulata.
lateriflora.

Borraginaceæ.

Onosmodium.
Virginianum.
Lithospermum.
hirtum.
canescens.
longiflorum.

Hydrophyllaceæ.

Hydrophyllum.
Virginicum.

Polemoniaceæ.

Phlox.
subulata.

Solanaceæ.

Physalis.
lanceolata.
Datura
Stramonium.

Gentianaceæ.

Sabbatia.
stellaris
Gentiana.
crinita.
alba.
Andrewsii.
Saponaria ?
puberula.

Bartonia.
tenella.
Menyanthes.
trifoliata.

Asclepiadaceæ.

Asclepias.
incarnata.
tuberosa.
Acerates.
viridiflora.

Aristolochiaceæ.

Asarum.
Canadense.

Polygonaceæ.

Polygonum.
amphibium.
articulatum.
aviculare.
sagittatum.

Santalaceæ.

Comandra.
umbellata.

Euphorbiaceæ.

Euphorbia.
corrollata.
polygonifolia.

Cupuliferæ.

Castanea.
vesca.

Araceæ.

Calla.
palustris.
Orontium.
aquaticum.

Naiadaceæ.

Potamogeton.
lucens.
natans.
pectinatus.
perfoliatus.

Alismaceæ.

Alisma.
Plantago.
Sagittaria.
variabilis.
Valisneria
spiralis.

Orchidaceæ.

Orchis.
spectabilis.
Habenaria.
blephariglottis.
hyperborea.
psycodes.
bracteata.
Spiranthes.
latifolia
Romanzoviana.
cernua.
gracilis.
Listera.
cordata.
Pogonia.
ophioglossoides.
Calopogon.
pulchellus.
Microstylis
ophioglossoides
Liparis
lillifolia.
Lœselii
Corallorhiza.
innata
Cypripedium
arietinum.
candidum.
parviflorum
pubescens.
spectabile.
acaule.

Amaryllidaceæ.

Hypoxis.
erecta.

Iridaceæ.

Iris.
versicolor.
Sisyrinchium.
Bermudiana.

Liliaceæ.

Trillium.
grandiflorum.
cernuum.
Zygadenus.
glaucus.
Tofieldia.
palustris.
Uvalaria.
grandiflora.
perfoliata.
sesilifolia.
Clintonia.
borealis.
Smilacina.
racemosa.
stellata.
bifolia.
Polygonatum.
biflorum.
Lilium.
Philadelphicum.
superbum.
Erythronium.
albidum.
Allium.
Canadense.

Pontederiaceæ.

Pontederia.
cordata.

Commelynaceæ.

Tradescantia.
Virginica.

Vascular Cryptogamia.

Equisetaceæ.

Equisetum.
- arvense.
- sylvaticum.
- hyemale.

Filices.

Polypodium.
- vulgare.

Pteris.
- aquilina.

Adiantum.
- pedatum.

Onoclea.
- sensibilis.

Cystopteris.
- bulbifera.

Woodsia.
- Ilvensis.

Osmunda.
- Claytoniana.
- cinnamomea.

Botrychium.
- lunarioides.
- Virginicum.

Lycopodiaceæ.

Lycopodium.
- clavatum.
- complanatum.



GENERAL REMARKS.

It is to be hoped that County Superintendents, and other friends of the Normal School, will be ready to advise those who are earnestly striving to make themselves good teachers, to enter some of the departments of the school. It may, also, in all kindness, be suggested that none be recommended who are not physically, mentally, and morally fitted for the profession. The fact that a candidate has failed at an examination is, alone, hardly evidence that he should come to the Normal School. While it is our aim, by faithful effort, to fit our pupils for the work of teaching, even here we cannot work miracles, and there are those whom no amount of instruction and no thoroughness of training can make good teachers.

County Superintendents and all friends of education are earnestly invited to visit and inspect the workings of this school, and by their criticisms, suggestions and co-operation aid us in supplying the schools of the State with better trained teachers.

Address letters of inquiry and requests for catalogues to the President,

THOMAS J. GRAY,
St. Cloud, Minnesota.

MINNESOTA NORMAL SCHOOLS

A TRIBUTE FROM A FRENCH EDUCATOR.

The following is a translation of an extract from the *Annuaire de l'Enseignement Elementaire* for the year 1886, published in Paris by the French Minister of Public Instruction. The reference is to the Educational Exhibit at the World's Exposition in New Orleans.

"But let us give our first attention to those States of the Union which show the greatest advancement in matters of education Among those States which were pre-eminent in the excellence of their exhibit, I place

MINNESOTA FIRST,

both as regards the completeness and the careful arrangement of the matter exhibited. I wish specially to mention the showing made by the **Three Normal Schools,** and

ABOVE ALL THAT OF ST. CLOUD,

which had its entire system of pedogogy set forth in very interesting tables. All the pupils of this school execute physiological and historical diagrams on a large scale, which they take out with them to assist in their own work in teaching. The same plan is pursued in geography and arithmetic. They also encourage students to make mineralogical collections, which they are permitted to take with them when they finish their course."


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Catalogue and Circular

OF THE

STATE NORMAL SCHOOL

AT

St. Cloud, Minnesota

FOR 1887-1888.



LADIES' HOME. ST. CLOUD, MINN. STATE NORMAL SCHOOL.

ANNUAL CATALOGUE

OF THE

State Normal School

AT

ST. CLOUD, MINNESOTA

FOR THE

School Year ending June 1, 1887

WITH

ANNUAL CIRCULAR

FOR THE

YEAR 1887-1888

ST. CLOUD, MINN
JOURNAL-PRESS STEAM PRINT
1887

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1886-87

HON. D. L. KIEHLE,

SUPERINTENDENT OF PUBLIC INSTRUCTION.

State Normal Board,

1887-1888.

HON. H. B. WILSON, President,	Red Wing.
HON. D. L. KIEHLE, *Ex-officio* Secretary,	St. Paul.
HON. C. H. BERRY, Resident Director,	Winona.
GEORGE A. CLARK, Resident Director,	Mankato.
W. B. MITCHELL, Resident Director,	St. Cloud.
HON. W. S. PATTEE,	Northfield.
THOS. C. KURTZ,	Moorhead.

Annual meeting of the Board on the first Tuesday in June, at the office of the Secretary in St. Paul.

Faculty of Instruction.

THOMAS J. GRAY, President,
Mental Science, School Economy and Science of Education.

C. W. G. HYDE, Institute Conductor,
School Economy, History, Penmanship and Accounts.

ISABEL LAWRENCE,
Methods and Superintendent of the Training School.

ADA A. WARNER,
Botany, Geometry and Geography.

WAITE A. SHOEMAKER,
Arithmetic, Algebra and Astronomy.

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Natural Science.

MARY E. LAING,
Rhetoric, English Literature, Reading and Elocution.

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Applied Methods and Criticism.

W. F. F. SELLECK,
Latin, Civil Government and History.

MARY E. BLANCHARD,
Music and Grammar.

ISABEL PRETLOW,
Applied Methods and Criticism.

OLIVE LEAVITT,
Librarian, Arithmetic and Criticism.

ANNA B. OGDEN,
Kindergarten.

Mrs. A. V. WHITING,
Matron of the Ladies' Home.

CALENDAR FOR 1887-1888.

FIRST TERM—18 WEEKS.

Entrance Examinations, - - - - August 25, 1887.

Work of the Term begins, - - - August 29.

End of first quarter, - - - - - October 28.

First Term ends, - - - - - - December 23.

SECOND TERM—20 WEEKS.

Entrance Examinations, - - - - January 11, 1888.

Work of the Term begins, - - - January 12.

End of the third quarter, - - - - March 21.

Second Term ends, - - - - - May 30, 1888.

HOLIDAY VACATION.

Begins at noon, - - - - - - December 23, 1887.

*Closes at 8:30 A. M., - - - - January 11, 1888.

COMMENCEMENT.

May 28, 29, 30, 1888.

*Enrolled students and those having no examinations to pass will begin work on January 12 at 8:30.

Catalogue of Students for 1886-7.

NORMAL DEPARTMENT.

SENIOR CLASS.

Bean, Ina L.	Anoka,	Minn.
Beuschlein, Matilda	Minneapolis,	Minn.
Boehm, John C.	Rich Prairie,	Minn.
Christianson, Conrad M.	Hector,	Minn.
Cumberland, Victoria	Mantorville,	Minn.
Earhart, Lida B.	Karns City,	Penn.
Getchell, Charlotte H.	St. Cloud,	Minn.
Pattison, Edith S.	St. Cloud,	Minn.
Ritchie, Cora A.	Anoka,	Minn.
Smith, Mary H.	Clearwater,	Minn.
Stone, Amy M.	Pine Island,	Minn.

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JUNIOR CLASS.

Baldwin, Daniel E.	St. Cloud,	Minn.
Boorn, Etta W.	St. Cloud,	Minn.
Cambell, Gertrude	Clearwater,	Minn.
Clark, Caroline M.	St. Cloud,	Minn.
Colburn, Caroline M.	Chicago,	Ill.
Fitzgerald, Bessie	Litchfield,	Minn.
Gilkinson, Andrew J.	Kingston,	Minn.

Gillis, Helen M.	Royalton,	Minn.
James, Serena I.	Sauk Centre,	Minn.
Johnson, Lelia M.	Duluth,	Minn.
Keyes, Mary	Omaha,	Neb.
Leavitt, Justina	Hartford,	Minn.
Nickerson, Mary E.	Elk River,	Minn.
Nygren, Caroline S.	Elizabeth,	Minn.
Ogden, John B.	Washington,	D. C.
Tarbox, Augusta	Elk River,	Minn.
Tucker, William A.	New Auburn.	Minn.
Vaule, Ole J.	Cormorant,	Minn.

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A CLASS.

Alder, Eliza	Mantorville,	Minn.
Apfeld, Rose M.	Sauk Centre,	Minn.
Bailey, Harry C.	Santiago,	Minn.
Barnes, Henrietta J.	Duluth,	Minn.
Baxter, Elizabeth	Chaska,	Minn.
Brower, Josephine	St. Cloud,	Minn.
Clute, Nellie V.	Gravity,	Iowa.
Connell, Mary L.	Sauk Rapids,	Minn.
Eaton, Helen M.	Lincoln,	Neb.
Fay, Anna	Prairie Depot,	Ohio.
Ferrin, Mabel A.	St. Cloud,	Minn.
Getchell, Carrie A.	Brockway,	Minn.
Gilman, Beulah	St. Cloud,	Minn.
Gillpatrick, Henrietta	Royalton,	Minn.
Green, Jessie	Herman,	Minn.
Hoyt, Freeland	St. Cloud,	Minn.
Ingalls, William D.	St. Olof,	Minn.

Mattson, Evalyn	Breckenridge,	Minn.
Nessel, Elizabeth	Rush City,	Minn.
Porter, Clara D.	Aitkin,	Minn.
Rank, Anna M.	Minneapolis,	Minn.
Sanderson, Rosabel	Osakis,	Minn.
Smith, Mary Frances	West Superior,	Wis.
Walker, Laura E.	Brainerd,	Minn.
Woolford, Martha J.	Sauk Centre,	Minn.

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KINDERGARTNERS.

Hayward, Virginia K.	St. Cloud,	Minn.
Carrick, Leona	St. Cloud,	Minn.
Odlum, Lillian P.	Minneapolis,	Minn.

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B CLASS.

Ames, Rosa	Rockford,	Minn.
Arseneau, John	Haven,	Minn.
Bach, Christian	St. Cloud,	Minn.
Bailey, Ella	Santiago,	Minn.
Boylan, Anna	Paynesville,	Minn.
Bigelow, Harriet E.	Santiago,	Minn.
Belknap, Linnie M.	Minneapolis,	Minn.
Brower, Ripley B.	St. Cloud,	Minn.
Blattner, John M.	Duelm,	Minn.
Bradshaw, Alfred C.	Pelican Rapids,	Minn.
Campbell, Paxton G.	St. Cloud,	Minn.
Carrick, Annie E.	Elk River,	Minn.
Connell, Caroline L.	Sauk Rapids,	Minn.
Denton, Mary E.	Groton,	Dakota.

Erickson, Carl	Gilchrist,	Minn.
Felch, Carrie E.	Elk River,	Minn.
Gates, Lillie A.	Harrison,	Minn.
Gates, Alfred H.	St. Cloud,	Minn.
Getchell, Walter W.	St. Cloud,	Minn.
Gilman, Gertrude H.	St. Cloud,	Minn.
Gray, Harrison W.	St. Cloud,	Minn.
Harrington, Josephine	Sauk Rapids,	Minn.
Huber, Lavina V.	St. Cloud,	Minn.
Hull, Minnie L.	St. Cloud,	Minn.
Hunter, Agnes S.	Hancock,	Minn.
James, Willis S.	Eagle Bend,	Minn.
Jenks, James E.	Clearwater,	Minn.
Johnson, Addie	Ardoch,	Dakota.
Knickerbocker, Emma C.	Clearwater,	Minn.
Knickerbocker, Arietta O.	Clearwater,	Minn.
Kirk, Ella M.	Clearwater,	Minn.
Larson, Peter M.	Urness,	Minn.
Lee, Arthur B.	Clearwater,	Minn.
Libby, Ethel	St. Paul,	Minn.
McCoon, Lillian A.	Morris,	Minn.
McMahon, Maud M.	Sauk Rapids,	Minn.
Miller, Margaret	St. Cloud,	Minn.
Morgan, Jessie E.	St. Cloud,	Minn.
Morgan, Alpha	St. Cloud,	Minn.
Moulin, Mary C.	St. Cloud,	Minn.
Nelson, John F.	Lindstrom,	Minn.
Nelson, Augusta J.	Minneapolis,	Minn.
Paddock, Ella N.	Maine Prairie,	Minn.
Polley, Samuel C.	Aitkin,	Minn.

Prater, Elijah W.	Bloomington,	Kentucky.
Reed, Mary I.	Hancock,	Minn.
Reiter, Henry W.	Rockville,	Minn.
Rice, Leonard H.	Park Rapids,	Minn.
Rosger, Millie F.	Atchison,	Kansas.
Sargent, Emily A.	Chaska,	Minn.
Schoenleben, Moses	Zion,	Minn.
Scott, Carrie E.	Glenwood,	Minn.
Shaw, Judson	Clearwater,	Minn.
Sherman, Emma	Battle Lake,	Minn.
Smith, Helen E.	Clearwater.	Minn.
Smith, Jennette C.	Clearwater,	Minn.
Stauffer, Effie E.	Burbank,	Minn.
Thompson, Nella A.	Lanesboro,	Minn.
Trace, Verna M.	Sauk Rapids,	Minn.
Walker, Gratia I.	Brainerd,	Minn.
Walker, Brucie	Brainerd,	Minn.
Weyrens, John H.	Eden Lake.	Minn.
Weyrens, Michael S.	Eden Lake,	Minn.
Wharton, James A.	Caldwell,	Ohio.
Whittemore, Della E.	St. Cloud,	Minn.
Whittemore, Belle	Clearwater,	Minn.
Wiley, Lizzie	Rices,	Minn.
Woolford, Mary E.	Sauk Centre.	Minn.

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C CLASS.

Andrews, Della A.	New London,	Minn.
Apfeld, Rose C.	Kingston,	Minn.
Arness, Ole P.	Terrace,	Minn.
Ayers, Susan M.	Haven,	Minn.

Ayers, Anna J.	Haven,	Minn.
Ball, Forest	St. Cloud,	Minn.
Bailey, Minnie	Santiago,	Minn.
Baker, Fred L.	Collamer,	Penn.
Barker, Margaret J.	St. Cloud,	Minn.
Berge, Jacob L.	Fergus Falls,	Minn.
Biggerstaff, J. Herbert	St. Cloud,	Minn.
Bleedorn, Gustav	Swanville,	Minn.
Borman, Michael	Rockville,	Minn.
Briggs, Theodora	Kingston,	Minn.
Briggs, Albert N.	Kingston,	Minn.
Brown, Jennie	Alexandria,	Minn.
Burrows, David	Sauk Centre,	Minn.
Carrick, Georgia	Milbank,	Minn.
Cartledge, Andrew B.	Burbank,	Minn.
Christianson, Anna D.	Minneapolis,	Minn.
Clarke, Ellen L.	St. Cloud,	Minn.
Collar, Mary V.	St. Cloud,	Minn.
Corbin, Floy	Little Falls,	Minn.
Couvillion, Matilda	Taylors Falls,	Minn.
Cowan, Charles C.	LeSauk,	Minn.
Craig, Myra	Wilbur,	Ontario.
Crampton, Lillian A.	Mantorville,	Minn.
Cummings, Cora M.	Clearwater,	Minn.
Curle, Ida	Washburn,	Minn.
Daugherty, Carrie E.	New London,	Minn.
Dayton, Helen E.	St. Cloud,	Minn.
Dearborn, Emma L.	Jamestown,	Dakota.
Donovan, Ellen M.	St. Paul,	Minn.
Dunklee, Bessie E.	Clearwater,	Minn.

Dunton, Harriet E.	Clearwater,	Minn.
Ecklund, Mary S.	Kandiyohi,	Minn.
Erickson, Selma E.	Wheaton,	Minn.
Fairfield, Nellie A.	Osakis,	Minn.
Flint, Nelson W.	Rices,	Minn.
Flint, Lucetta J.	Rices,	Minn.
Formo, Caroline B.	Dalton,	Minn.
George, Herbert W.	Santiago,	Minn.
Gilman, Lucile E.	St. Cloud,	Minn.
Golden, Ellen F.	Lauriston,	Minn.
Gordon, Blanche	Mauston,	Wisconsin.
Greely, Jacob H.	Maine Prairie,	Minn.
Grein, Catherine M.	St. Nicholas,	Minn.
Haehn, Valentine	Leedston,	Minn.
Harmon, Frank E.	Grove Lake,	Minn.
Hines, Jessie M.	Minneapolis,	Minn.
Holt, Gilbert E.	Rothsay,	Minn.
Hopkins, Henrietta S.	Hugo,	Minn.
Hoppe, Mary	New Munich,	Minn.
Hunt, Jessie	St. Cloud,	Minn.
Hunt, Thaddeus S.	St. Cloud,	Minn.
Johnson, Victor L.	Lindstrom,	Minn.
Jones, Jennie	St. Cloud,	Minn.
Kasner, Anthony	Gilman,	Minn.
Keller, Christine	St. Cloud,	Minn.
Kelley, Catherine	Monticello,	Minn.
Knower, Laura I.	Maine Prairie,	Minn.
Kramps, John W.	Spring Hill,	Minn.
Kvern, Mary J.	Battle Lake,	Minn.
Lahr, Joseph P.	St. Cloud,	Minn.

Lang, John	St. Martin,	Minn.
Larson, Matilda	Leaf Mountain,	Minn.
Lee, John K.	Konigsberg,	Minn.
Lenvig, Bessie C.	Valley City,	Dakota.
Lien, Christian H.	Willmar,	Minn.
Lof, August W.	Krom,	Minn.
Longevin, Hector A.	McCauleyville.	Minn.
Loosbrock, Henry F.	Leedston,	Minn.
McGowan, James F.	New Munich,	Minn.
McGowan, Mary E.	Parker Lake,	Minn.
Maloney, Jennie	Kandiyohi,	Minn.
Manz, Ida M.	Paynesville,	Minn.
Mertes, Nicholas	St. Joseph,	Minn.
Merrow, Nellie M.	St. Cloud,	Minn.
Mitchell, Lizzie J.	Eden Prairie,	Minn.
Mitchell, Annie S.	Washburn,	Minn.
Monroe, Mary D.	Belle Prairie,	Minn.
Moris, Alfred	Cokato,	Minn.
Morris, Bernard	Leaf Valley,	Minn.
Morrey, Frank F.	Maine Prairie,	Minn.
Nehring, Frederick	Paynesville,	Minn.
Nehring, Aaron	Paynesville,	Minn.
Nelson, John F.	Lindstrom,	Minn.
Neiss, James C.	St. Nicholas,	Minn.
Nessel, Margaret	Rush City,	Minn.
Nixon, Harry F.	St. Cloud,	Minn.
Noble, Grace B.	Clearwater,	Minn.
Noel, Emma E.	St. Cloud,	Minn.
Noel, Adolphus L.	Santiago,	Minn.
Norton, Lizzie E.	Stillwater,	Minn.

Nugent, Margaret S.	Grove Lake,	Minn.
O'Brien, Mary	Kandiyohi,	Minn.
Ogden, Arthur E.	Washington,	D. C.
Oliver, William D.	Breckenridge,	Minn.
Pattison, William T.	St. Cloud,	Minn.
Paulson, Hannah	Hillsboro,	Dakota.
Perry, Willard D.	Maine,	Minn.
Peterson, Otto W.	Lake Park,	Minn.
Pierce, Harriet L.	St. Paul,	Minn.
Plainey, Annie B.	Herman,	Minn.
Potter, Jessie A.	Aitkin,	Minn.
Potter, Frederica	Waverly Mills,	Minn.
Polley, Helen J.	Aitkin,	Minn.
Quinn, Anna M.	Montrose,	Minn.
Rausch, Nicholas	Rockville,	Minn.
Rice, Edith E.	Park Rapids,	Minn.
Rice, Mary A.	Minneapolis,	Minn.
Rice, Elizabeth M.	Minneapolis,	Minn.
Rieland, Frank	New Munich,	Minn.
Robertson, Euretta	St. Cloud,	Minn.
Russell, Elva I.	East Granite,	Minn.
Ryan, Mary A.	Anoka,	Minn.
Scherfenberg, Albert F.	Haven,	Minn.
Schilplin, Fred	St. Cloud,	Minn.
Scott, Victoria	Glenwood,	Minn.
Schmidt, Arthur A.	Richmond,	Minn.
Shaleen, Alvida A.	Lindstrom,	Minn.
Smart, John Franklin	Rockville,	Minn.
Smith, Henry J.	Brockway,	Minn.
Stanley, Alice E.	Sauk Rapids,	Minn.

Stanley, Grace A.	Maine Prairie,	Minn.
Stapleton, Albert	Oshkosh,	Wis.
Steichen, Niclaus	Luxemberg,	Minn.
Stauffer, Samuel H.	Burbank,	Minn.
Swanstrom, Frederick A.	Duluth,	Minn.
Sylvester, David	Starbuck,	Minn.
Teffre, Olia M.	Willmar,	Minn.
Teffre, Eliza C.	Willmar,	Minn.
Vormald, Conrad	Albany,	Minn.
Vogel, Frederic A.	Star Lake,	Minn.
Ward, Belle C.	Burbank,	Minn.
Wardian, Mathias	Leedston,	Minn.
Wendlandt, Herman G.	Paynesville,	Minn.
Westurn, Lettie	St. Cloud,	Minn.
Williams, Susan M.	Clearwater,	Minn.
Williams, Mary J.	Cable,	Minn.
White, Mary E.	Hermon,	Minn.
Whitney, Sarah J.	Anoka,	Minn.
Wolcott, Frank H.	Camden,	New York.
Wright, Warren W.	St. Cloud,	Minn.
Yourex, Mabel C.	Richmond,	Minn.
Zimmer, Joseph	St. Joseph,	Minn.

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MODEL SCHOOL.

GRAMMAR DEPARTMENT.

Andrews, Alonzo
Arendt, Peter
Bailey, Perley
Baker, Victor
Bonham, Willard
Brandrup, Thomas
Bruckart, Leigh
Cowan, Charles
Daniels, Florence
Dayton, William
Dearborn, Emma
Donnewald, John
Drake, Alfred
Eich, Kate
Endesle, Crescenz
Engel, Valentine
Fehr, Margaret
Flynn, John
Gale, Charles
Gale, Merton
Gallagher, Belle
Gans, Michael
Getchell, Ernest
Getchell, Frank
Gray, Blanche
Gray, Jessie
Gray, Mabel
Hall, Hermione
Hammes, Matthew
Hopkins, Myrtia
Huhn, Robert
Hunt, Mark
Hyde, Leon
Hyde, Wilfrid
Kindler, Joseph
Kraemer, Mary
Lang, John
Leisen, Frank
Leisen, Michael
Livingston, Marion
Manz, Ida
Martin, Samuel
Marvin, Charles
Marvin, Cora
Marvin, Henry
Mattson, Edwin
McConnell, Grace
Meyers, Andrew
Miller, Louisa
Mitchell, Carrie
Molitor, Martin
Moosbrugger, Lewis,

Morgan, John
Ogden, Mary
Orth, August
Osborne, Sarah
Nehring, Aaron
Nehring, Fred
Peterson, Ida
Pausch, Jacob
Quinn, Thomas
Rausch, Nicholas
Robertson, Winnifred
Schaefer, Emma
Schmitt, Julius
Schow, Manton
Seberger, Theresa
Setzer, Harriet
Schroeder, Lena
Shaw, Kitty
Smart, Ina
Smith, Harry
Smith, Lura
Soule, Bennie
Stapleton, Albert
Steffes, Justina
Thielen, Peter
Tschumperlin, Alois
Volz, Peter
Vossberg, Lewis
Waldorf, Henry
Waller, Daisy
Weber, Peter
Wardian, Louisa
West, Harry
Westurn, Ernest
Westurn, Warren
Wetzel, Matthew

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PRIMARY DEPARTMENT.

Baxter, Nellie
Beebe, Will
Conliff, Harry
Cowan, Mary
Dayton, Faith
Dayton, Roy
Dyer, Sydney
Fuller, France
Fuller, Lulu
Garrison, Paul
Garrison, Myrtle
Getchell, Grant
Getchell, Herbert
Gray, Elsie
Hubbard, Blanche
Lee, Angeline
Lee, Charles
Livingston, Owen

Marvin, Everett
Marvin, Maud
McConnell, Hermann
Mitchell, Leslie
Noel, Bea
Noel, Walter
Peterson, Gertrude
Rabischung, Mary
Rabischung, George
Soule, Roy
Soule, Willie
Stevenson, Walter
Wastrom, John

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KINDERGARTEN.

Bruckart, Lloyd
Collins, Louis
Collins, Stewart
Foley, Molly
Foley, Louise
Gorman, Mary
Gorman, Louise
Gilman, Nicholas
Gray, Freeman
Hyde, Laurence
Miles, Ralph
Mitchell, Jane
MacGregor, Mabel
Ogden, Helen
Odlum, Wurth
Robertson, Ada
Robertson, Elva
Robertson, Reuben
Schmitt, Edith
Smith, Waite
Wing, Theobel

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RECAPITULATION.

NORMAL DEPARTMENT.

Advanced Course:

Senior Class,	- - - -	11
Junior Class,	- - - -	18—29

Elementary Course:

A Class,	- - - - - -	25
Kindergartners,	- - - -	3
B Class,	- - - - - -	68
C Class,	- - - - -	146—271

MODEL DEPARTMENT.

Grammar Department,	- - -	88
Primary Department,	- - -	31
Kindergarten,	- - - - -	21—140
Total Enrollment,	- - - -	411

Graduating Class, June 1, 1887.

ADVANCED COURSE.

Beuschlein, Matilda	Minneapolis,	Minn.
Boehm, John C.	Rich Prairie,	Minn.
Christianson, Conrad M.	Hector,	Minn.
Cumberland, Victoria V.	Mantorville,	Minn.
Earhart, Lida B.	Karns City,	Penn.
Getchell, Charlotte H.	St. Cloud,	Minn.
Pattison, Edith S.	St. Cloud,	Minn.
Stone, Amy M.	Pine Island,	Minn.

ELEMENTARY COURSE.

Apfeld, Rose M.	Sauk Centre,	Minn.
Bailey, Harry C.	Santiago,	Minn.
Barnes, Henrietta J.	Duluth,	Minn.
Baxter, Elizabeth	Chaska,	Minn.
Brower, Josephine	St. Cloud,	Minn.
Clute, Nellie V.	Gravity,	Iowa.
Connell, Mary L.	Sauk Rapids,	Minn.
Fay, Anna	Prairie Depot,	Ohio.
Ferrin, Mabel A.	St. Cloud,	Minn.
Getchell, Carrie A.	Brockway,	Minn.
Gilman, Beulah	St. Cloud,	Minn.
Gillpatrick, Henrietta	Royalton,	Minn.

Ingalls, William D.	St. Olof,	Minn.
Mattson, Evalyn	Breckenridge,	Minn.
Nessel, Elizabeth	Rush City,	Minn.
Porter, Clara D.	Aitkin,	Minn.
Rank, Anna M.	Minneapolis,	Minn.
Smith, Mary F.	West Superior,	Wis.
Walker, Laura E.	Brainerd,	Minn.
Woolford, Martha	Sauk Centre,	Minn.

KINDERGARTNERS.

Carrick, Leona	St. Cloud,	Minn.
Hayward, Virginia K.	St. Cloud,	Minn.
Odlum, Lillian P.	Minneapolis,	Minn.



Circular.

CIRCULAR.

PLAN OF INSTRUCTION.

This school has been established for the training of teachers in all that pertains to the organization, instruction and government of common and graded schools. To this end the departments of instruction are:

I. ACADEMIC.

The necessity for this department is made apparent by a consideration of the following facts:

Teachers, consciously or unconsciously, imitate their instructors in their methods of work. More especially is this true if they have been educated in those schools where no particular attention is paid to methods of imparting knowledge. Such pupils go forth with no awakened thought upon the importance of correct methods, and with all their attention fixed upon the matter to be taught: they consequently repeat what they have seen, both as to the art of instruction and the management of the school. Nowhere is the maxim laid down by Knight more true than here. He says, "Imitators copy their originals in the inverse ratio of their merits, adding as much to their faults as they detract from their virtues."

The schools from which the Normal School is supplied with students cannot send forth those who are thoroughly prepared in the subject-matter of the various branches as long as it remains even approximately true that not more than one in five of the teachers in these schools has any special training for his work. While it may be admitted to be theoretically desirable to confine the work of Normal Schools to strictly professional subjects, the scheme is not realizable in fact. This is the experience of all Normal Schools, and has remained so for fifty years.

The child asks concerning the world about him, "What is it?" The primary and intermediate schools answer by bringing him in contact with things. The youth adds a thought and inquires, "How is it?" The high school replies by bringing things into their relations, thus introducing the scientific aspect of the world. The man asks, "Why is it?" The college makes answer by carrying the inquirer out to the philosophic ground of the objects of thought. Now, the Normal School is neither one nor all of these. But as it must fit adult minds to teach the various grades, from the child to the man, it must deal with these several aspects of knowledge. Thus does it require of and impart to its pupils a breadth of culture in a department of thought quite as important as that covered by the college, or any technical or professional school.

This makes it necessary to give special attention to the various branches of the common school course. They need to be known not only as to fact, but alike in their scientific and philosophic phases.

2. PROFESSIONAL.

The artisan must study the quality and capacity of his material. He who trains mind must acquaint himself with its peculiarities, its laws, and conditions of development. Hence the pupil is given a thorough course in Mental Science, upon which is based a full course in Methods of Teaching. The trend of this work may be seen in the Courses of Study. For the teacher, not only must the various mental and moral powers become known as objects of thought, but he must be made acquainted with the method of *training* them, of calling them into proper exercise at his will. As the musician plays upon his instrument, so does the teacher need to control the intellectual, emotional and volitional powers of his pupil. Methods of Teaching are not, as has been conjectured, a training to formal and mechanical plans of hearing lessons, but an application of known laws of mind to instruction in the various branches. They are quite as much a part of the *scholarship* of the teacher as Physiology is a part of the learning of the physician. The subjects of School Organization and Government; the Science of Education, in which the philosophic basis of educational theories and systems is carefully sought out; the History of Education, involving, besides a general review of the subject, a careful study of the work of such men as Sturm, Loyola, Comenius, Rousseau, Locke, Pestalozzi, Froebel, Bacon and others, are included in this department.

3. PRACTICAL.

But the training of teachers would be very incomplete if it should stop with the two departments before mentioned. Just as a medical college must have its hospital and daily clinic, so must a training school for teachers supply the opportunity for putting their professional knowledge to the test. This is offered in the Training or Model School in conjunction with the Normal School. Here the pupil is set at the actual work of teaching, and is required to exemplify the most approved methods in all of his work. He is not allowed to imitate blindly what he may have seen, nor is he allowed to follow out without thought the methods he may have been taught; his work is neither experiment, nor is it observation, but *bona fide* teaching, just as in the hospital the practitioner gives actual medical or surgical treatment to his patient. To this end each pupil of the third and fourth years of the course of study is set at work in the Training School where he teaches for *months*. He is encouraged to be original and self-controlled in all of his work, being held responsible for results. His work is daily observed by trained specialists, who direct his attention to his faults in government and instruction, and who help him in preparing his work. This plan insures the most rapid improvement in the pupil-teacher, and likewise rapid progress in the pupils whom he instructs. This work is pursued in all the grades from the kindergarten forward.

COURSES OF STUDY.

There are two Courses of study, the Elementary and the Advanced. The Elementary Course comprises three years, the Advanced Course four years. Both courses recognize the necessity of a broad culture in the teacher, and accordingly extend the work over as large a field in science, literature and art as time and thoroughness of work will allow. It is the settled policy of the school to raise its standard of admission from year to year, until the time shall come in which all students can devote themselves wholly to professional work. The schools of the state do not demand that teachers shall be trained in any shorter time than at present, but they need those who shall begin their training with a more thorough academic foundation. The Elementary Course amply qualifies teachers for primary and grammar grades; the Advanced Course is designed to fit its graduates for the duties of high school grades, and for the superintendency of graded and city schools.

While it is presumed that a student coming to us with a diploma or certificate from another school is master of the subjects covered by his diploma or certificate, he is held responsible for such mental ability to master new subjects as his previous course of study would indicate to be reasonable. He is also expected to seize, with a true scholar's love of knowledge, upon every opportunity for review which he may find, with the full understanding that his record here is to be the standard of our estimate of his fitness to teach. His credentials admit him, but they must be verified by his ability to do the work of the course.

A tabular view of the Courses of Study is presented on the following pages:

ELEMENTARY COURSE.

FIRST YEAR.

First Term.

Drawing, 19 weeks.
Rhetoric, 19 weeks.
Algebra, 19 weeks.
Physical Geography, 19 weeks.
Physiology, 10 weeks
Penmanship, 9 weeks.

Second Term.

Drawing, 19 weeks; total, 38 weeks
Rhetoric 19 weeks; total, 38 weeks.
Algebra, 19 weeks; total, 38 weeks
Mathematical Geography and Astronomy, 19 weeks
Word Analysis, 9 weeks
Botany, 10 weeks

SECOND YEAR.

First Term.

Psychology, 19 weeks
Chemistry, 19 weeks
Natural History, 19 weeks
Geometry, 19 weeks
Botany, 10 weeks; total, 19 weeks.
United States History, 9 weeks

Second Term.

Physics, 19 weeks.
English Literature, 19 weeks.
Psychology, 19 weeks.
United States History, 10 weeks; total, 19 weeks
Book-keeping, 9 weeks.
Civil Government, 10 weeks

THIRD YEAR.

First Term.

Arithmetic, 19 weeks.
Geography, 19 weeks
Grammar, 19 weeks.
Methods, 19 weeks.
Reading, 10 weeks.
Psychology, advanced, 9 weeks; total, 48 weeks.

Second Term.

The entire school day is given to practice in the Model School for the half year. This doubles the work hitherto done in this indispensable portion of a course of training for Teachers. It is more than double the amount of time given to it by any school in the Northwest. The work includes, besides the actual teaching, a carefully selected course of critical lessons in the History of Education, using Compayre daily; and in the practical application of the laws of mind to the organization, instruction and discipline of the school, with Page, Swett, Thring, Tate, Bain, Payne, Johonnot White, Rousseau, Pestalozzi, Froebel, and others in the hands of the class. The History of Education is pursued as a class recitation forty-five minutes daily; the other topics are developed in the daily work in General Criticism under Miss Lawrence, the Superintendent of the Training School.

ADVANCED COURSE.

FIRST YEAR.

First Term.	*Second Term.*
Latin, 19 weeks.	Arithmetic, 19 weeks.
History of Education, 19 weeks.	Geography, 19 weeks.
Reading, 10 weeks.	Grammar, 19 weeks.
Science of Education, 19 weeks.	Methods, 19 weeks.
Geology, 9 weeks.	Latin, 19 weeks.
Psychology, advanced, 10 weeks; total, 48 weeks.	
English History, 19 weeks.	

SECOND YEAR.

First Term.	*Second Term*
Latin, 19 weeks	General History, 19 weeks.
Practice Teaching for the school day, 19 weeks.	Solid Geometry, 9 weeks.
	Trigonometry, 10 weeks
	Latin, 19 weeks; total, 76 weeks.
	Astronomy, 19 weeks.
	Vocal Music, daily with all classes throughout both courses.

NOTE.—See the remark upon this work in third year of Elementary Course, p. 27.

NOTE.—A class in Advanced Latin will be organized from the graduates of the Latin course in the High Schools which will continue during the residence of the student. This will materially add to his knowledge of the subject, fully qualifying him for teaching it. The Latin texts already read will not be reviewed, except incidentally, but new texts covering the authors essential to a full knowledge of the subject. This will insure a year or two years of Latin in advance of the requirements in the best High Schools—an opportunity whose advantages the graduates of such schools will not fail to appreciate.

PROFESSIONAL COURSE.

This course consists of the strictly pedogogical branches, with practice teaching and a review of the elementary subjects from the teacher's point of view.

The work covers the following ground:

1. A course of 48 weeks in Psychology.
2. A course of 19 weeks in Methods.
3. A course of 19 weeks in History of Education.
4. A course of 10 weeks in School Economy.
5. A course of 9 weeks in Science of Education.
6. A course of 19 weeks in Practice Teaching for four hours daily.
7. A review of 19 weeks in each of the subjects, Arithmetic, Geography and Grammar, or so much of this time as the pupil's preparation shall make needful.

8. A similar review in reading of 10 weeks.
9. A course of forty lectures on the Kindergarten, its methods and place in a system of education. These will be given in the afternoons.

This course is open to any person having the necessary preparation for it. So much of it as will entitle the student to graduation from the Elementary Course may be completed in one year by those who have taken the full course in high schools. Others, who have had a more liberal training, may enter as candidates for graduation from the Advanced Course in one year.

This arrangement, with the added course in Latin above mentioned, offers to graduates of high schools and colleges an opportunity for a thorough professional preparation for the work of the teacher and superintendent. It is an advanced position in this important field, and the school confidently looks to the higher schools for support. If the profession is to be given standing before the world, its representatives must recognize the fact that time is a necessary factor in acquiring that liberal and professional culture requisite to any adequate conception of our calling.

NOTES ON THE COURSES OF STUDY.

SPECIAL ATTENTION is called to the Courses of Study upon the preceding pages of this circular, for the following reasons:

1. It is a distinct recognition of the fact that the work of Normal Schools should be professional rather than academic.

2. A comparison of the course in its arrangement and extent will show that a larger amount of professional work is provided for than is offered in any other Normal School in the United States. Notice that Mental Science, which all recognize as the only scientific basis of the art of teaching, extends *through* the second year, before Methods of Teaching the various branches are begun. This gives a broad foundation of principles which become governing laws in the acquisition of the art.

In addition, the subject of the History of Education receives a half year's attention. This too in its scope is a very decided advance in Normal School work. The class use Compayre's text complete, with much collateral matter drawn from other sources. The principles and practices of the world's great teachers are carefully sought out and their formative power in the art and science of education is made known.

With Prof. W. W. Payne's "Contributions to the Science of Education," and Alexander Bain's "Education as a Science," the two foremost books on the subject, and used in the universities as text books, a thorough course in the Philosophy of Education is given.

In the third year one-fourth of the time is given to an advanced course in Mental Science. In this course more especial attention is paid to Intuitions in their relation to Sense-phenomena, with a view of showing the true limitations of the objective or perceptive element in knowledge. In both courses the class use Dr. Schuyler's "Empirical and Rational Psychology" as a foundation, with much additional matter. Constant reference is had to two things: First,

that since every man's practices and beliefs grow necessarily out of his philosophy or lack of philosophy of a nature of things, the student must be given a firm footing beyond the reach of skepticism; and second, that he shall learn every truth with a view of determining the mental states involved in its acquisition in order that he may secure these in his pupils.

A course in the organization, government and instruction of the school, under the general name of School Economy, gives the student the controlling principles of the successful working of a school. This is largely a series of lectures. They are made eminently practical.

A full half of the third year is given to the subject of detailed Methods of Instruction in the branches which involve the elements of knowledge. These are not cut and dried formulas of our "ways of doing things," but a careful application of the laws of mind to the arrangement and grading of work, to the art of questioning, to the acquisitive and elaborative processes, and to the recitative or reproductive states of knowledge.

In addition to this course in Methods a half year's review is given to each of the instrumental and elementary subjects. They are called "instrumental" because they become the means or instruments whereby the mind increases its conquests in the domain of truth; they are called "elementary," not at all because they are easier of mastery, but rather because they include the thought-concepts, the elements, which the soul combines into ever new and ever widening relations in its further progress in knowledge. These branches thus become all inclusive when treated as professional subjects by the teacher.

Finally, a full half year is given, following all of the above preparation, to practice-teaching in the Model School. This work is done under the immediate supervision of the best trained talent with a view of aiding the student to intelligently apply the laws of mind in the actual work of the school room. It is thus not blind experimentation, trusting to "luck" that somehow the right way will at last be discovered, or "hit upon," by experience, but is thoroughly scientific prevision and insight applied to work. It is work with a conscious purpose, with the advantage of a preformed ideal, and a definite knowledge of its conditioning laws. It is no more blind than is the work of a Faraday or a Tyndall in natural science. Every day's work is reviewed jointly by the supervisors and those who have wrought before the children. In these *critiques* no time is spent in discussing unimportant details, but attention is concentrated upon the laws of mind that have been observed or violated. Daily reference is made to the best books on education to satisfy the demands of a broad philosophic basis of practice. The works of Johonnot, Richter, Rousseau, Pestalozzi, Schuyler, Hamilton, Thring, Parker, Jos. Payne, W. W. Payne, DeGraff, Tate and others are made familiar by use at the moment when their help is of the greatest value, that is, when there is a felt want. This course gives much experience in a short time, as it is not the quantity but the quality of this element in knowledge which determines its value.

All of this professional work, being arranged as it is in its time-relations, gives a course which must commend itself to all who appreciate the trained teacher.

NOTE TO THE UNDERGRADUATES.

The changes in the order of subjects in the Courses of Study will not work to the detriment of any student having completed any portion of his work in the school. He will be given full credit for all such work. His place in the course will be determined by the work already accomplished.

SESSIONS OF THE SCHOOL.

There are five daily sessions of the school each week, from 8.30 A. M. to 12.40 P. M.

The hours of study are from 3 to 5 and from 7 to 9 o'clock P. M. daily, except on Friday evenings and Saturday afternoons. This arrangement divides the day into two periods, that from 8.30 A. M. to 12.40 P. M., during which time the students are engaged in recitation; and that covered by the study hours in the afternoon and evening. The strict observance of the latter period is of quite as much importance as the former. No pupil will be expected to absent himself from duty during either interval, nor will it be presumed that pupils are to be interrupted by callers or visitors during their study hours, any more than during the hours of recitation. As the spirit of the school is thoroughly loyal to this plan, any person feeling himself unable to comply cheerfully with these habits of work will not find this school congenial to him.

GENERAL EXERCISES.

Spelling, daily.

Rhetorical Exercises, daily.

Vocal Music, daily.

Composition Work and Written Examinations by all the classes, from 8.30 to 10.30 A. M., every Saturday.

This arrangement for examinations has been found to be very desirable, removing entirely the feeling of nervousness often engendered when several examinations are held during the same week. The plan so distributes the work that a pupil pursuing four subjects has an examination in each once a month.

DIPLOMAS.

Diplomas will be issued to graduates of the respective courses.

Certificates of standing in each study of the several classes will be issued to those who desire them at the close of each year or upon leaving school at the end of a term.

ADMISSION.

1. The essential qualifications, of which students should be well satisfied, are their physical ability and their natural adaptation to the teacher's profession.

2. For admission to the Elementary Course, candidates must be fifteen years of age. They must pass a creditable examination in Orthography, Reading, Grammar and Language, the general Geography of the World, and Arithmetic. They must sign a *written pledge to remain one term*, to teach two years in the schools of the state, unless prevented by circumstances beyond their control, and to report semi-annually to the President. The examinations are both written and oral—the aim being to determine the *ability* of an applicant, rather than a list of the facts he has at hand. Many persons who would pass a poor examination on questions of fact, may be the very strongest students, the most vigorous thinkers.

3. Applicants for the Advanced Course will be examined in all branches preceding the Junior Class.

4. Graduates of the State High Schools and properly accredited Colleges, will be passed in subjects without examination, on the certificate of the Principal that they have already completed them with a grade of not less than 75 per cent.

Attention is called to the following resolution of the State Normal Board, adopted at its annual meeting in June, 1884:

Resolved, That in the examination of candidates for admission to the Normal Schools, second grade county certificates shall admit to the C Class. That the certificates of the State High School Board be accepted for the subjects named, and that graduates of the State High School Course be admitted to the Professional Course without examination.

5. The time at which classes are formed may be seen by consulting the Courses of Study. A new C Class will be formed at the opening of each term—that formed after the

holiday vacation returning to work at the same period the following year.

6. Students will not be received after the beginning of a term, except upon the most satisfactory excuse. Any who cannot be present upon the first day of a term should report to the President beforehand, that their absence may be understood. Neither is it expected that students will leave before the close of a term, unless compelled to do so by circumstances beyond their control.

7. Students already entered in classes, and having no examinations to pass, are not required to be present the day of examination.

8. Students will not be admitted into any advanced class without having passed all the studies of the lower classes.

9. Examinations will be held on the first day of each term, and in all studies up to the subject pursued at the time of entrance.

SUGGESTIONS TO APPLICANTS.

To determine your own fitness for admission to the school, ask, and be able to answer in the affirmative, the following questions:

a. Can I read fluently and with understanding?

b. Am I a good speller?

c. Can I write rapidly and legibly?

d. Am I familiar with the use of the dictionary?

e. Do I understand the principles of arithmetic, and am I skillful in their application?

f. Do I habitually use, in speaking and writing, good English? Am I familiar with the proper use of capital letters, and the general rules for punctuation? Can I analyze correctly an ordinary English sentence, classify the parts of speech, and give their office and construction?

g. Can I name and give a brief description of the continents and principal countries of the globe, locate the principal mountain ranges, rivers and cities, and can I explain, with reasonable clearness, the changes of the seasons?

These questions indicate the subjects upon which the failures of applicants are most frequent. If you have been a careful student in any good Grammar School, and have completed its work, you should be able to answer these in the affirmative, for this is the work for which the Grammar Schools, and not the Normal School, should be held responsible. Every negative or doubtful answer will diminish the probability of your admission. The time spent on more advanced studies will be of little value to you, as a preparation for the work of the lower classes.

Obtain a letter from your County Superintendent, if possible, introducing you to the school. This will be all the recommendation you will need.

Bring with you, as useful for study or reference, all the text-books you have.

Students must come fully prepared to give their undivided attention to the work of the school during the entire term. The demands of school are so pressing that students cannot be permitted to engage during term time in any employment

or pleasure—as taking private music lessons or attending parties or other entertainments—which is not directly connected with their work.

DISCIPLINE.

In a Normal School there should be no need of referring to the matter of discipline. Only those should come, or be admitted, who have well-formed, correct habits. This is not in any sense a reform school, and young gentlemen or young ladies who are not disposed to submit willingly and cheerfully to all the wholesome restraints found necessary for the good working and good reputation of the school, will be unhesitatingly dismissed.

We are, in a measure, responsible to the State for the character and acquirements of each pupil graduated from the school. This being the case, we are compelled to exercise the most rigid scrutiny in reference to both of these points. Offenses, that in a mere academic institution might be passed over lightly, here are viewed rather as indicating the unfitness of the offender for taking charge of the training of the children of the State. In this way it sometimes happens that pupils are advised to withdraw from the school, or are even dismissed, when no very serious charges are brought against them; they have merely convinced us that they are not suitable persons to enter the profession of teaching.

No publicity is given to such cases, except when it becomes necessary to protect the school from false accusations. Nor is our action ever taken with a view of punishing the offenders. They are simply permitted to go to schools where they or their parents can pay for the work of disci-

pline. The State can afford to educate for teachers only those above the need of such work.

ATTENDANCE AT CHURCH.

It is expected that each student will choose a church home upon coming here, which shall meet with the approval of his parents, and that he will regularly attend upon its stated services.

TUITION.

Tuition is *free* to all students entering the Normal Department and who sign the required pledge to teach for at least two years in the public schools of the State.

To all not pledged to teach, the tuition is $30 per year.

In the Model School, $12 per year.

All tuition is payable quarterly, *strictly in advance.*

TEXT BOOKS.

Text books are furnished free of charge in all departments of the school to those who pay tuition; other students pay a uniform fee of $1.50 per term for the rental of all text books needed.

A strict account is kept of any injury done to books and a charge made therefor.

Students are allowed to purchase their books if they prefer to do so. To all such, books are sold at the lowest wholesale rates.

THE MODEL SCHOOL.

This school includes pupils of all grades from the lowest Primary up to the High School.

In its organization, its management, and in all of its appointments it furnishes to the pupils of the Normal Department a model for observation and imitation. The very rapid and thorough progress of its pupils enables the practice teacher to see what may and ought to be accomplished in any good school. A general view of the course of study is presented in the following outline:

Arithmetic, completed.
Geography, completed.
Language and Grammar.
Penmanship.
Drawing.
Vocal Music.
Reading.
United States History.
Elementary Science:
 Botany.
 Physiology.
 Physics.
 Natural History.
 Physical Geography.
 Mathematical Geography.
Algebra.
Geometry.
Book-keeping.
Literature.

The entire resources of the Normal School in the way of apparatus and all educational appliances are used in the Model School. Its pupils have the full benefit of the museums, physical apparatus and laboratory. These give to this school such opportunities in the way of the illustration of the laws of nature as can be found in almost no school of its grade.



General Information.

LOCATION.

The school is located in the city of St. Cloud, county seat of Stearns county, seventy-five miles above St. Paul. The city lies upon the west bank of the Mississippi River. It is the center of a net-work of railroads, giving it communication with all parts of the State. The Northern Pacific and the St. Paul, Minneapolis & Manitoba railroads bring students direct to the city from all points within the vast territory covered by their tracks. St. Cloud is a rapidly growing city, with a present population of about eight thousand. It affords to all students good opportunities in literary, social and religious culture—all of the leading christian denominations having houses of worship here. It is one of the most beautiful and healthful cities in the State.

HISTORY.

This school was opened in September, 1869, in the hotel building known as the Stearns House. After the completion of the present spacious and beautiful structure in 1875, the old building was used as a Ladies' Home. During the eighteen years of its existence it has graduated more than three hundred teachers, who have returned to the State, on an average, two and a half times the service they pledged themselves to render. Many of them have made teaching their life work. Their constantly widening experience enables them to make their labors more and more valuable to the State in raising the standard of its schools.

In addition to these, several thousand young persons have taken a partial course of training here, all of whom were thereby better qualified for the work of the school room, many, indeed, receiving such an impetus as to place them in the ranks of the best teachers.

OBJECT AND PLANS OF THE SCHOOL.

The object of the school is to train teachers for the public schools of the State. The course of study and all the work of the daily program are arranged solely with this end in view. Because of the strict adherence to this plan, no effort is made to secure students for the Academic Course alone, for, while such are admitted as tuition students, no impression is allowed to prevail that this is not strictly a *teachers' school for teachers.*

THE BUILDING.

The building occupied by this school is built of cream colored brick, and in its convenience and furnishing is believed to be second to none in the Northwest. Situated upon the high bluff overlooking the Mississippi river, the location is no less beautiful than healthful. The whole building is heated by steam and has a thorough system of ventilation. The entire basement of the school building has been finished and furnished for the Model Department.

APPARATUS.

The collection of apparatus in the school is large and of the finest quality.

PHYSICS.

This department includes a complete set of apparatus, sufficient for all subjects in the course, containing a large air-pump, an electric machine, a whirling-table with its accessories, a fine spectrometer, large prisms, mirrors and lenses, a steam engine, a sonometer, a Ruhmkorff's coil, capable of giving a five-inch spark, a plunge battery, a fifty-cell Bunsen battery, an electric motor, suction and force pumps, a specific gravity apparatus, an aneroid barometer, a Hero's fountain, a full set of induction apparatus, an electric light, Geissler tubes, a dissolving view stereopticon with some four hundred fine views on scientific and other

subjects, a solar microscope with a full set of slides, and many other pieces, making one of the finest collections, if not the finest, in the State. The apparatus is protected by beautiful hardwood cases, and is made use of daily in illustration of the lessons in the class room. Many pieces of apparatus were ordered direct from Europe.

CHEMISTRY.

This important subject, including both the elements and qualitative analysis, is taught by a combination of class work and laboratory practice. The student during the afternoon of each day *performs all of the experiments for himself in the laboratory*—on the following morning in the class room he reports upon his researches, and aided by teacher, text book and classmates, he corrects his judgments and prepares for the experimental work of the afternoon.

The intrinsic value of much work done by a pupil in self-experimentation is totally destroyed by *telling him beforehand of the results of his experiment, thus robbing him entirely of the stimulating pleasure of discovery.* This fatal error is studiously avoided.

All needed appliances for illustration and individual experiment are furnished free of charge.

PHYSIOLOGY.

The instruction in this subject, with its allied subjects of hygiene and anatomy, is illustrated by means of personal dissections by the class in the laboratory, with skeletons, plaster casts, models, charts and a superior MANIKIN.

The manikin was purchased in Paris, and is as fine a one as can be had in Europe. It is Azoux's best, being a complete model of the entire human body in correct proportion and natural color, showing by a minute dissection every important muscle, nerve, blood-vessel and organ of the system. It is made of *papier-mache*, and is very firm and durable. More than 2,000 details of anatomy are shown. It is a marvelous piece of scientific mechanism. A week's study with it is worth a term without it.

Special stress is laid upon the teaching of the effects of stimulants and narcotics, in accordance with the recent law upon this subject.

GEOLOGY AND MINERALOGY.

A carefully selected cabinet of several thousand specimens furnishes a basis for the presentation of these subjects. In these, as in all other branches, the principle that *what a student does for himself is the only real education*, is carried out. A thorough examination of specimens by the student is a necessary preparation for every lesson.

LIBRARY.

A library of several thousand volumes is open to the school. A full supply of the standard reference books, dictionaries, encyclopedias, gazetteers, etc., furnishes all needed information upon subjects discussed in the class room.

A library of text books upon all subjects is open to the students, where they find help in examining the various

methods presented by our standard text book authors in the different branches.

This library has been recently designated as a Depository of Public Documents, and now has upon its shelves 500 volumes from the Government Printing Office, many of them of great value. These are open to the public for consultation at any time during the day from 8.30 A. M. to 4.00 P. M.

READING ROOM.

The Reading Room has been fitted up by the Students' Literary Society with a carpet and chandeliers.

Both it and the Library are open daily to students during all hours when they are not required to attend to the duties of the school.

MUSEUM.

The school is now in condition to care for contributions to the department of Natural History and Geology, and to all lovers of these lines of scientific thought, and especially to the Alumni of the school, a very hearty invitation is extended to send us whatever may add to the value of our already large collection.

A valuable collection of fossils and petrifactions, donated to the school by Paul Murn, of Medora, Dak., is gratefully acknowledged.

The following students have added many specimens to the botanical collections of the school:

John C. Boehm.
Edith Pattison.
Alfred Hubbard.

A. J. Harris, of McCauleyville, Minn., presented the school a collection of Indian relics.

CHRISTIAN ASSOCIATIONS.

The national college work of the Y. M. C. A. is represented by organized branches among both the young ladies and gentlemen. These societies have done great good. They have been a very efficient help in maintaining that high and pure standard of moral culture so essential among students who are to be teachers. An earnest evangelical work has been going steadily forward. Each society holds its meetings once a week regularly. In addition to these, the societies have done well in caring for many interests which have reference to the growth of Christian manhood and womanhood; such as the missionary work of the Christian church, works of benevolence and charity, Sunday afternoon classes for Bible study, etc.

BOARDING.

The new Ladies' Home, finished during the early fall of 1885, proves to be an invaluable adjunct to the school. It

Every comfort of home life will be found here, and nothing will be allowed which is not in harmony with the aims of the school. The management will be upon the same general plan as at the Ladies' Home, except that the young men will do no daily work, and they will be required to furnish nothing. The very low rate of $3.25 a week will make it to the advantage of students to apply early, as but a limited number can be accommodated.

The building will be known as "The Young Men's Hall."

SIGNAL SERVICE WORK.

The school is now in connection with the State Department of the United States Signal Service Bureau. This work will be made tributary to the class instruction in science, thus giving the pupils a practical familiarity with one of the most important branches of modern scientific research. When it is remembered that 88 per cent of all the predictions of the Signal Service Bureau are fulfilled, and that the great commercial, industrial and agricultural enterprises are profoundly affected by them, nothing further need be said upon the advantages of a practical knowledge of the subject of meteorology. Being in connection with the entire department, the school will receive the results of the observations from the other signal stations.

Daily telegraphic reports are received from Washington and the signal flags are displayed both at the school and from the Grand Central Hotel in the city.

GENERAL REMARKS.

It is to be hoped that County Superintendents, and oth friends of the Normal School, will be ready to advise th who are earnestly striving to make themselves good tea ers, to enter some of the departments of the school. may, also, in all kindness, be suggested that none be rec mended who are not physically, mentally, and morally fit for the profession. The fact that a candidate has failed an examination is, alone, hardly evidence that he sho come to the Normal School. While it is our aim, by faithful effort, to fit our pupils for the work of teaching, even here we cannot work miracles, and there are those whom no amount of instruction and no thoroughness of training can make good teachers.

County Superintendents and all friends of education are earnestly invited to visit and inspect the workings of this school, and by their criticisms, suggestions and co-operation aid us in supplying the schools of the State with better trained teachers.

Address letters of inquiry and requests for catalogues to the President,

THOMAS J. GRAY,
St. Cloud, Minnesota.

MINNESOTA NORMAL SCHOOLS.

A TRIBUTE FROM A FRENCH EDUCATOR.

The following is a translation of an extract from the *Annuaire de l'Enseignement Elementaire* for the year 1886, published in Paris by the French Minister of Public Instruction The reference is to the Educational Exhibit at the World's Exposition in New Orleans:

"But let us give our first attention to those States of the Union which show the greatest advancement in matters of education. Among those States which were pre-eminent in the excellence of their exhibit, I place

MINNESOTA FIRST,

th as regards the completeness and the careful arrangement of the matter hibited. I wish specially to mention the showing made by the **Three rmal Schools,** and

ABOVE ALL, THAT OF ST. CLOUD,

Which had its entire system of pedagogy set forth in very interesting tables. All the pupils of this school execute physiological and historical diagrams on a large scale, which they take out with them to assist in their own work in teaching The same plan is pursued in geography and arithmetic They also encourage students to make mineralogical collections, which they are permitted to take with them when they finish their course."

ANOTHER TRIBUTE TO THE SCHOOL.

The following is an extract from a private letter written to Prof. Hyde, of the St. Cloud Normal School, by M. Gabriel Compayre, of Lavaur, France, under date of Aug. 5, 1886. M. Compayre is Professor of Philosophy at the *lycee* at Pau, Chevalier of the Legion of Honor, author of several standard works on educational subjects, and Member of the Chamber of Deputies. He occupies a distinguished position among the men of today; his character, his talents, his popularity, and his devotion to the cause of civil and intellectual freedom give him the assurance of a place no less important among the men of the future. He says:

"I feel much flattered to learn that my *History of Pedagogy* has been received with favor in your school, one of the best Normal Schools in America, and standing unique in some respects among the Normal Schools of the world I could not have achieved a success which would have given me more pleasure than this.

"I have received and read with a lively interest the catalogue you were so good as to send me. It reveals to me many things we of France have yet to learn of true Normal School work."


L'ETOILE DU NORD.

this copy to be left in office.
- See notes on inside

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

Catalogue and Circular

OF THE

STATE NORMAL SCHOOL

AT

St. Cloud, Minnesota

FOR 1888-1889.

In outlining subjects for 89-90
the fact that the new State Arith.
is used here should be mentioned.

Instead of a "Program" of studies
as a topical analysis may be
substituted with only general
reference to the time limit.

More specific directions for
teaching the school sh. be given.

A more careful statement
of the character of our work,
the purpose of the school, its
methods & ways of doing sh.
be given.



LADIES' HOME. ST. CLOUD, MINN. STATE NORMAL SCHOOL.

ANNUAL CATALOGUE

OF THE

State Normal School

AT

ST. CLOUD, MINNESOTA

FOR THE

SCHOOL YEAR ENDING JUNE 1, 1888

WITH

ANNUAL CIRCULAR

FOR THE

YEAR 1888-1889

ST. CLOUD, MINN

JOURNAL-PRESS STEAM PRINT

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1887-88

HON. D. L. KIEHLE,

SUPERINTENDENT OF PUBLIC INSTRUCTION.

State Normal Board,

1888-1889.

HON. W. S. PATTEE, President, - - - - Northfield.
HON. D. L. KIEHLE, *Ex-officio* Secretary, - - St. Paul.
HON. H. B. WILSON, - - - - - - - - Red Wing.
HON. C. H. BERRY, Resident Director, - - - Winona.
GEORGE H. CLARK, Resident Director, - - Mankato.
W. B. MITCHELL, Resident Director, - - - St. Cloud.
THOS. C. KURTZ, Resident Director, - - Moorhead.

Annual Meeting of the Board on the first Tuesday in June, at the office of the Secretary in St. Paul.

Faculty of Instruction.

THOMAS J. GRAY, President,
Mental Science, School Economy and Science of Education.

C. W. G. HYDE, Institute Conductor,
School Economy, History, Penmanship and Accounts.

ISABEL LAWRENCE,
Methods and Superintendent of the Training School.

ADA A. WARNER,
Botany, Geometry and Geography.

WAITE A. SHOEMAKER,
Arithmetic, Algebra and Astronomy.

GEO. M. HEWEY,
Natural Science.

MARY E. LAING,
Rhetoric, English Literature, Reading and Elocution.

W. F. F. SELLECK,
Latin, Civil Government and History.

MARY E. BLANCHARD,
Music and Grammar.

ANNETTE J. WARNER,
Drawing.

ISABELLA PRETLOW,
Applied Methods and Criticism.

KITTIE W. ALLEN,
Librarian. Literature.

OLIVE LEAVITT,
Arithmetic and Criticism.

Miss SARAH A. THAYER,
Matron of the Ladies' Home.

CALENDAR FOR 1888-1889.

FIRST TERM--18 WEEKS.

Entrance Examinations, - - - -	August 23, 1888.
Work of the Term begins, - - -	August 27.
End of First Quarter, - - - - -	October 25.
First Term ends, - - - - - - - -	December 21.

SECOND TERM--20 WEEKS.

Entrance Examinations, - - - -	January 9, 1889.
Work of the Term begins, - - - -	January 10.
End of the Third Quarter, - - - -	March 20.
Second Term ends, - - - - - - -	May 29.

HOLIDAY VACATION.

Begins at noon, - - - - - - - -	December 21, 1888.
*Closes at 8:30 A. M., - - - - -	January 9, 1889.

COMMENCEMENT.

May 27, 28, 29, 1889.

*Enrolled students and those having no examinations to pass will begin work on January 10, at 8:30 A. M.

Catalogue of Students for 1887-8.

NORMAL DEPARTMENT.

SENIOR CLASS.

Bean, Ina L.	Anoka,	Minn.
Cambell, Gertrude	Clearwater,	Minn.
Campbell, Kate	Litchfield,	Minn.
Colburn, Caroline	Chicago,	Ill.
Gamsby, Marion H.	Dodge Centre,	Minn.
Gilkinson, Andrew J.	Kingston,	Minn.
James, Serena	Sauk Centre,	Minn.
Johnson, Lelia M.	Duluth,	Minn.
Kenney, Mary	Duluth,	Minn.
Leavitt, Justina	Hartford,	Minn.
Nygren, Caroline S.	Elizabeth,	Minn.
Sargent, Herbert E.	Clearwater,	Minn.
Smith, Mary H.	Clearwater,	Minn.
Taylor, Margaret E.	Duluth,	Minn.
Thompson, Nella A.	Lanesboro,	Minn.
Tucker, Wm. A.	New Auburn,	Minn.

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JUNIOR CLASS.

Adams, Eleanor E.	Crow River,	Minn.
Alden, Anna E.	St. Cloud,	Minn.
Bach, Christian	St. Cloud,	Minn.

Bowing, Harry C.	St. Cloud,	Minn.
Douglas, Helen	Moorhead,	Minn.
Lee, Arthur B.	Clearwater,	Minn.
Mattson, Rebecca T.	Breckenridge,	Minn.
Paddock, Nancy Ella	Maine Prairie,	Minn.
Pattison, Wm. T.	St. Cloud,	Minn.
Reiter, Henry W.	Rockville,	Minn.
Rich, Caroline	Monticello,	Minn.
Strong, John Gaylord	Grove City,	Minn.
Vogel, Geo. W.	Star Lake,	Minn.
Walker, Annie Bruce	Brainerd,	Minn.
Watson, John H.	Brooklyn Centre,	Minn.
Weyrens, John H.	Eden Lake,	Minn.
Whittemore, Belle T.	Clearwater,	Minn.

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A CLASS.

Adley, Lafayette R.	Maine,	Minn.
Connell, Caroline L.	Sauk Rapids,	Minn.
Felch, Carrie E.	Elk River,	Minn.
Keyes, Mary E.	Omaha,	Neb.
Moore, Anna R.	Stacy,	Minn.
Morgan, Alpha	St. Cloud,	Minn.
Nelson, Augusta J.	Minneapolis,	Minn.
Prater, Elijah W.	Bloomington,	Ky.
Riley, Mary	Belcher,	Minn.
Rosger, Mildred F.	Atchison,	Kansas.
Sargent, Emily A.	Chaska,	Minn.
Scott, Carrie E.	Glenwood,	Minn.
Smith, Helen E.	Clearwater,	Minn.

Tarbox, Augusta	Elk River,	Minn.
Topping, Dora L.	Litchfield,	Minn.
Vaule, Ole J.	Cormorant,	Minn.
Walker, Gratia I.	Brainerd,	Minn.
Whittemore, Emma Della	St. Cloud,	Minn.
Wilson, Nettie	St. Cloud,	Minn.

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POST GRADUATES.

Pattison, Edith	St. Cloud,	Minn.
Whitney, Melville	St. Cloud,	Minn.

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B CLASS.

Atwood, Erwin W.	Maine Prairie,	Minn.
Baker, Fred L.	Collamer,	Penn.
Banister, Phoebe	Minneapolis,	Minn.
Bolles, Mabel J.	Stillwater,	Minn.
Carrick, Georgia	Milbank,	Minn.
Christianson, Anna D.	Minneapolis,	Minn.
Collar, Mary V.	St. Cloud,	Minn.
Corbin, Floy	Little Falls,	Minn.
Dayton, Helen E.	St. Cloud,	Minn.
Denton, Edith L.	Langford,	Dak.
Dunton, Hattie E.	Clearwater,	Minn.
Flint, Nelson W.	Rices,	Minn.
Gilman, Lucile	St. Cloud,	Minn.
Harmon, Frank E.	Grove Lake,	Minn.
Hines, Jessica M.	St. Cloud,	Minn.
Hounsell, Martha J.	Alexandria,	Minn.
Hull, Minnie L.	St. Cloud,	Minn.

Hunt, Jessie	St. Cloud,	Minn.
Hunter, Mary	Hancock,	Minn.
James, Willis L.	Eagle Bend,	Minn.
Johnson, Addie	Johnstown,	Dak.
Kittredge, Ellen	Glyndon,	Minn.
Lahr, Joseph P.	St. Cloud,	Minn.
McCoon, Lillian A.	Morris,	Minn.
Morgan, Jessie	St. Cloud,	Minn.
Nickerson, Mary	Elk River,	Minn.
Noel, Emma Mary	St. Cloud,	Minn.
Norton, Elizabeth E.	Stillwater,	Minn.
Palmquist, Ole	Cokato,	Minn.
Pierce, Harriet	St. Paul,	Minn.
Plainey, Anna	Herman,	Minn.
Pratt, Lucius	Princeton,	Minn.
Rice, Edith E.	Park Rapids,	Minn.
Russell, Elva I.	East Granite,	Minn.
Shaw, Judson	Clearwater,	Minn.
Snow, Ada	St. Cloud,	Minn.
Snow, Mabel M.	St. Cloud,	Minn.
Sylvester, David	Starbuck,	Minn.
Teffre, Olia	Willmar,	Minn.
Torgerson, Alice	Battle Lake,	Minn.
Weyrens, Michael S.	Eden Lake,	Minn.
Whitney, Sarah	Anoka,	Minn.
White, Mary	Herman,	Minn.
Wolcott, Frank H.	Camden,	N. Y.
Wright, Warren	St. Cloud,	Minn.

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C CLASS.

Abrams, Maud	Pembina,	Dak.
Anderson, Eliza	Battle Lake,	Minn.
Andrews, Alonzo	St. Cloud,	Minn.
Aurland, Syverine	Fergus Falls,	Minn.
Banister, Mary E.	Minneapolis,	Minn.
Barker, Anna	Chaska,	Minn.
Benhardus, Benhof	St. Olaf,	Minn.
Berkman, Effie	Tacoma,	W. T.
Biggerstaff, J. Herbert	St. Cloud,	Minn.
Bisbie, Eva O.	Maine Prairie,	Minn.
Bishop, Geo.	North Adams,	Mass.
Blank, Elizabeth	Mora,	Minn.
Bogue, Harriet	Lake Park,	Minn.
Bold, William	Cold Spring,	Minn.
Boulter, Nellie F.	St. Cloud,	Minn.
Brady, John F.	Clear Lake,	Minn.
Brett, Edith	Ashby,	Minn.
Briggs, Theodora	Kingston,	Minn.
Brown, Linda	Fergus Falls,	Minn.
Burr, Isabelle	Harrison,	Minn.
Cartledge, Andrew B.	Burbank,	Minn.
Cole, Frank	Dalton,	Minn.
Cowan, Charles	St. Cloud,	Minn.
Craig, Myra	Wilbur,	Ontario.
Cramb, Leland	St. Cloud,	Minn.
Danforth, Inez	Mora,	Minn.
Davies, Helen	Angus,	Minn.
Davis, Anna	St. Cloud,	Minn.
Dearborn, Emma	Jamestown,	Dak.

Delaney, Kate	Litchfield,	Minn.
Devlin, Henrietta	Centreville,	Minn.
Dunton, Arthur	Clearwater,	Minn.
Enderle, Crescenz	St. Cloud,	Minn.
Epler, Helen A.	Balmoral,	Minn.
Fisk, Emily	Clearwater,	Minn.
Fisk, Estella	Clearwater,	Minn.
Fowler, Jennette	Maine Prairie,	Minn.
Fritz, Andrew	St. Cloud,	Minn.
Gallagher, Belle	St. Cloud,	Minn.
Gans, Michael	St. Cloud,	Minn.
Geiger, Pollie	St. Cloud,	Minn.
Gilbertson, George	Glenwood,	Minn.
Gilbertson, Harold M.	Clontarf,	Minn.
Gilbertson, Julia	Glenwood,	Minn.
Greeley, Emma	Maine Prairie,	Minn.
Greeley, Liston Q.	Bangor,	Minn.
Green, Beatrice	Ledoux,	Minn.
Hall, Hermione	St. Cloud,	Minn.
Hoffman, Sarah	Otto,	Minn.
Howells, Josephine	Johnson,	Minn.
Hunt, Thaddeus	St. Cloud,	Minn.
Hurd, Charles	Breckenridge,	Minn.
Hutchinson, Esther	Fergus Falls,	Minn.
Iverson, Lowell	Leaf Mountain,	Minn.
Johnson, Nettie	Johnstown,	Dak.
Jones, Jennie	St. Cloud,	Minn.
Kenyon, Lillian M.	Maple Grove,	Minn.
Kimball, Ella	Breckenridge,	Minn.
Lanigan, John	Leaf Valley,	Minn.

Larkin, Mary	Princeton,	Minn.
Lein, Olaf	Elizabeth,	Minn.
Loring, Minnie M.	Hubbard,	Minn.
McConnell, Grace	St. Cloud,	Minn.
Mann, Leonard L.	Money Creek,	Minn.
Manz, Ida M.	Paynesville,	Minn.
Marcley, Anna	Grand Forks,	Dak.
Martin, Samuel	St. Cloud.	Minn.
Mason, Martha	Kimball,	Minn.
Meally, John	Sauk Rapids,	Minn.
Mitchell, Laura B.	St. Cloud,	Minn.
Moen, Mathias E.	Starbuck,	Minn.
Monroe, Mary D.	Belle Prairie,	Minn.
Moorman, Bertha	Brainerd,	Minn.
Mostue, Elias	Norway Lake,	Minn.
Nehring, Aaron	Paynesville,	Minn.
Nehring, Frederick	Paynesville,	Minn.
Nessel, Mary V.	Rush City,	Minn.
Nielson, Peter	Tordenskyold,	Minn.
O'Brien, Kate	Atwater,	Minn.
Olson, Albert	Urness,	Minn.
Olson, Ella	Pomme de Terre,	Minn.
Overton, Lucy	Ogdensburg,	N. Y.
Petty, Eva L.	Maine Prairie,	Minn.
Potter, Jessie	Aitkin,	Minn.
Powell, Joseph M.	Hutchinson,	Minn.
Rankin, Anna	Minneapolis,	Minn.
Rathbun, Edwin	Rices,	Minn.
Rieland, Frank	New Munich,	Minn.
Riley, Charles	Belcher,	Minn.

Robertson, Euretta	St. Cloud,	Minn.
Robertson, Winnifred	St. Cloud,	Minn.
Ronning, Henry T.	Starbuck,	Minn.
Sang, Frances	St. Cloud,	Minn.
Scherfenberg, Albert F.	Haven,	Minn.
Schmidt, Arthur A.	Richmond,	Minn.
Shaleen, Hannah	Centre City,	Minn.
Smith, Henry J.	Brockway,	Minn.
Smith, Jennette	Clearwater,	Minn.
Spaulding, Daniel	Maine Prairie,	Minn.
Stanley, Grace	Maine Prairie,	Minn.
Stauffer, Alice	Burbank,	Minn.
Stauffer, Samuel	Burbank,	Minn.
Steichen, Niclaus	Luxemburg,	Minn.
Stevenson, Belle	Claremont,	Minn.
Stinchfield, George	Maine Prairie,	Minn.
Sundberg, Selma	Cokato,	Minn.
Thorson, Annie	Brandon,	Minn.
Vaughan, Mary	Sunrise City,	Minn.
Vinje, Syver	St. Olaf,	Minn.
Vogel, Frederic	Maine,	Minn.
Walkley, Martha	Maine Prairie,	Minn.
Ward, Belle C.	Burbank,	Minn.
Wendlandt, Hermon G.	Paynesville,	Minn.
Whitelock, Thomas	Hutchinson,	Minn.
Whitney, Willis	Maine Prairie,	Minn.
Williams, Mary J.	Cable,	Minn.
Wilson, Alfred	Santiago,	Minn.
Younger, Erick	Rush City,	Minn.
Yourex, Mabel C.	Richmond,	Minn.
Zimmer, Jacob	St. Joseph,	Minn.

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MODEL SCHOOL.

GRAMMAR DEPARTMENT.

Bailey, Perley
Baker, Victor
Boulter, Sarah
Bruckart, Leigh
Cameron, Addie
Carney, Frances
Coates, Charles
Crosby, Zylpha
Daniels, Florence
Drake, Alfred
Enderle, Henry
Enderle, Kate
Gale, Charles
Gale, Merton
Gandall, Lura
Gans, Mary
Gray, Blanche
Gray, Jessie
Gray, Mabel
Grove, Julius
Halgren, Hattie
Hammes, Matthew
Hendricks, Tillie
Hill, Alma
Holtan, Sverre
Hunt, Mark
Hyde, Leon
Hyde, Wilfrid
Justice, Jessie
Kasparek, John
Kessler, Andrew
Kitowsky, Thomas
Lang, John
Larson, Anna
Leisen, Michael
Ley, George
Ley, John
Lisle, Carrie
Livingston, Marion
Loomis, Lillie
Lyle, Harry
Marvin, Cora
Mayhew, Warner
Meisner, Wm.
Mitchell, Carrie
Molitor, Martin
Moosbrugger, Lewis
Nehring, John
Nelson, Ida
Northrup, Lemuel

Peterson, Ida
Pung, Arnold
Rathbun, George
Schaefer, Emma
Schmitt, Julius
Schumann, Egon
Seberger, Theresea
Setzer, Harriet
Shaw, Kitty
Smart, Ina
Smith, Lura
Starkey, Frank
Terhaar, John
Thielen, Peter
Thielman, Peter
Tilton, William
Tomlinson, Mabel
Tschumperlin, Alois
Vossberg, Julia
Vossberg, Lewis
Waggoner, Joseph
Waldorf, Henry
Waldorf, Lizzie
Waller, Daisy
Waller, John
Weber, Peter
Wegner, Annie
Wegner, Fred
West, Harry
Westerman, Mata
Westurn, Ernest

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PRIMARY DEPARTMENT.

Brown, Winnie
Bruckart, Lloyd
Cowan, Mary
Dayton, Faith
Dayton, Roy
Fuller, Lulu
Gale, Eddie
Getchell, Herbert
Gray, Elsie
Gray, Freeman
Hyde, Laurence
Lee, William
Livingston, Owen
McConnell, Hermon
Marcley, Jessie
Marvin, Everett
Mitchell, Jane
Mitchell, Leslie
Noel, Bea
Noel, Walter
Perkins, Gertrude
Remington, Flora

Robertson, Ada
Robertson, Elva
Robertson, Reuben
Wastrom, John
Whitney, Effie
Whittaker, Etta
Whittaker, Mildred
—29



RECAPITULATION.

NORMAL DEPARTMENT.

Post Graduates,			2
Advanced Course:			
Senior Class,	16		
Junior Class,	17		33
Elementary Course:			
A Class,	19		
B Class,	45		
C Class,	120	184	219

MODEL DEPARTMENT.

Grammar Department,	81	
Primary Department,	29	110
Kindergarten.*		
Total Enrollment,		329

*This department was suspended at the close of last year for lack of funds. It is hoped that the next Legislature will equalize the annual appropriations for the three normal schools. This will enable the school at St. Cloud to resume this important work.

Graduating Class, May 30, 1888.

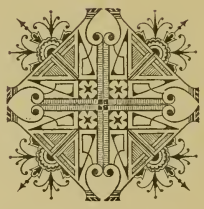
ADVANCED COURSE.

Bean, Ina L.	Anoka,	Minn.
Cambell, Gertrude	Clearwater,	Minn.
Gilkinson, Andrew J.	Kingston,	Minn.
Johnson, Lelia M.	Duluth,	Minn.
Kenney, Mary	Duluth,	Minn.
Leavitt, Justina	Hartford,	Minn.
Nygren, Caroline S.	Elizabeth,	Minn.
Smith, Mary H.	Clearwater,	Minn.
Taylor, Margaret E.	Duluth,	Minn.
Thompson, Nella A.	Lanesboro,	Minn.
Tucker, William A.	New Auburn,	Minn.

ELEMENTARY COURSE.

Campbell, Kate	Litchfield,	Minn.
Colburn, Caroline	Chicago,	Ill.
Connell, Caroline L.	Sauk Rapids,	Minn.
Moore, Anna R.	Stacy,	Minn.
Nelson, Augusta J.	Minneapolis,	Minn.
Riley, Mary	Belcher,	Minn.
Rosger, Mildred F.	Atchison,	Kansas.

Sargent, Emily A.	Chaska,	Minn.
Scott, Carrie E.	Glenwood,	Minn.
Tarbox, Augusta	Elk River,	Minn.
Topping, Dora L.	Litchfield,	Minn.
Vaule, Ole J.	Cormorant,	Minn.
Whittemore, Emma Della	St. Cloud,	Minn.



Circular.

CIRCULAR.

PLAN OF INSTRUCTION.

This school has been established for the training of teachers in all that pertains to the organization, instruction and government of schools. To this end the departments of instruction are:

I. ACADEMIC.

The necessity for this department is made apparent by a consideration of the following facts:

Teachers, consciously or unconsciously, imitate their instructors in their methods of work. More especially is this true if they have been educated in those schools where no particular attention is paid to methods of imparting knowledge. Such pupils go forth with no awakened thought upon the importance of correct methods, and with all their attention fixed upon the matter to be taught; they consequently repeat what they have seen, both as to the art of instruction and the management of the school. Nowhere is the maxim laid down by Knight more true than here. He says, "Imitators copy their originals in the inverse ratio of their merits, adding as much to their faults as they detract from their virtues."

The academic work is done with a thoroughness possible only to those schools having strong faculties and ample equipments. A view of the elementary subjects is given which makes them as fresh to the student as new branches. They are taught not as to children, but to men and women.

In science the most advanced methods are pursued with all of the advantages of a fine laboratory and excellent apparatus. In mathematics and in English the practical value of the work is kept constantly in view. When there is added to the more strictly academic studies the liberal training in mental philosophy and other pedagogical subjects included in the courses of study the student has a substantial preparation for any vocation. So that the young man or woman, who may not desire to make teaching a life work will find himself possessed of a thorough education when he has finished the two years of teaching required by the state for the free tuition offered at the Normal School—a thoroughness of discipline and command of all his powers that will enable him to compete successfully in any business for the prizes of life.

The schools from which the Normal School is supplied with students cannot send forth those who are thoroughly prepared in the subject-matter of the various branches as long as it remains even approximately true that not more than one in five of the teachers in these schools has any special training for his work. While it is theoretically desirable to confine the work of Normal Schools to strictly professional subjects, the idea is not yet realizable in fact. This is the experience of all Normal Schools and has been so for fifty years.

The child asks concerning the world about him, "What is it?" The primary and intermediate schools answer by bringing him in contact with things. The youth adds a thought and inquires, "How is it?" The high school replies by bringing things into their relations, thus introducing the scientific aspect of the world. The man asks, "Why is it?" The college makes answer by carrying the inquirer out to the philosophic ground of the objects of thought. The Normal School is neither one nor all of these. But as it must fit adult minds to teach the various grades, from the child to the man, it must deal with these several aspects of knowledge. Thus does it require of and impart to its pupils a breadth of culture in a department of thought quite as important as that covered by the college, or any technical or professional school.

This makes it necessary to give special attention to the various branches of the common school course. They need to be known not only as to fact, but alike in their scientific and philosophic phases.

2. PROFESSIONAL.

The artisan must study the quality and capacity of his material. He who trains mind must acquaint himself with its peculiarities, its laws, and conditions of development. Hence the pupil is given a thorough course in Mental Science, upon which is based a full course in Methods of Teaching. The trend of this work may be seen in the Courses of Study, For the teacher, not only must the various mental and moral powers become known as objects of thought, but he must be made acquainted with the method

of *training* them, of calling them into proper exercise at his will. As the musician plays upon his instrument, so does the teacher need to control the intellectual, emotional and volitional powers of his pupil. Methods of Teaching are not, as has been conjectured, a training to formal and mechanical plans of hearing lessons, but an application of known laws of mind to instruction in the various branches. They are quite as much a part of the *scholarship* of the teacher as Physiology is a part of the learning of the physician. The subjects of School Organization and Government; the Science of Education, in which the philosophic basis of educational theories and systems is carefully sought out; the History of Education, involving, besides a general review of the subject, a careful study of the work of such men as Sturm, Loyola, Comenius, Rousseau, Locke, Pestalozzi, Froebel, Bacon and others, are included in this department.

3. PRACTICAL.

But the training of teachers would be very incomplete if it should stop with the two departments before mentioned. Just as a medical college must have its hospital and daily clinic, so must a training school for teachers supply the opportunity for putting their professional knowledge to the test. This is offered in the Training or Model School in conjunction with the Normal School. Here the pupil is set at the actual work of teaching, and is required to exemplify the most approved methods in all of his work. He is not allowed to imitate blindly what he may have seen, nor is he allowed to follow out without thought the methods he may

have been taught; his work is neither experiment nor is it observation, but *bona fide* teaching, just as in the hospital the practitioner gives actual medical or surgical treatment to his patient. To this end each pupil of the third and fourth years of the course of study is set at work in the Training School where he teaches for *months*. He is encouraged to be original and self-controlled in all of his work, being held responsible for results. His work is daily observed by trained specialists, who direct his attention to his faults in government and instruction, and who help him in preparing his work. This plan insures the most rapid improvement in the pupil-teacher, and likewise rapid progress in the pupils whom he instructs.

COURSES OF STUDY.

There are two Course of Study, the Elementary and the Advanced. The Elementary Course comprises three years, the Advanced Course four years. Both courses recognize the necessity of a broad culture in the teacher, and accordingly extend the work over as large a field in science, literature and art as time and thoroughness of work will allow. It is the settled policy of the school to raise its standard of admission from year to year, until the time shall come in which all students can devote themselves wholly to professional work. The schools of the state do not demand that teachers shall be trained in any shorter time than at present, but they need those who shall begin their training with a

more thorough academic foundation. The Elementary Course amply qualifies teachers for primary and grammar grades; the Advanced Course is designed to fit its graduates for the duties of high school grades, and for the superintendency of schools.

While it is presumed that a student coming to us with a diploma or certificate from another school is master of the subjects covered by it, he is held responsible for such mental ability to master new subjects as his previous course of study would indicate to be reasonable. He is also expected to seize, with a true scholar's love of knowledge, upon every opportunity for review which he may find, with the full understanding that his record here is to be the standard of our estimate of his fitness to teach. His credentials admit him, but they must be verified by his ability to do the work of the course.

The following Courses of Study for the State Normal Schools of Minnesota, were adopted by the State Normal Board at its meeting held May 11th, 1888:

COURSES OF STUDY--NORMAL DEPARTMENT.

ELEMENTARY COURSE.

FIRST YEAR.

Drawing.
Language—including Syntax, Composition and Word Analysis.
Arithmetic and Algebra.
Physiology.
Penmanship.
Geography—to include Physical, Mathematical and Political.
Botany.

SECOND YEAR.

Psychology and Methods.
Botany or Algebra.
English History or Latin.
United States History.
English Literature or Latin.
Book-keeping.
Civil Government.

THIRD YEAR.

Elemental Principles of and Methods in { Arithmetic. Grammar. Geography. Reading.
Physics.
Chemistry.
Psychology and Practice.
Moral Philosophy.
Geometry.

ADVANCED COURSE.

JUNIOR YEAR.

Elemental Principles of and Methods in { Arithmetic. Grammar. Geography. Reading.
Chemistry or Latin.
Physics
Psychology and Practice or Latin.
Moral Philosophy.

SENIOR YEAR.

Latin.
Geology.
History and Science of Education.
Practice.
English History and Literature.
Astronomy.
General History.
Drawing.

PROFESSIONAL COURSE.

Methods.
Psychology.
History and Science of Education.
School Economy.
Practice.
Elemental Principles of and Methods in { Arithmetic. Grammar. Geography. Reading.
Drawing.

Exercises in Vocal Music, Elocution, Essay Writing and Spelling will be maintained throughout the Courses of Study above described.

TABULATED STATEMENT

OF THE

COURSES OF STUDY.

ELEMENTARY COURSE.

FIRST YEAR.

FIRST TERM.

Drawing.
Language—including Syntax and Composition.
Algebra.
Physical Geography.
Physiology, ½ term.

SECOND TERM.

Drawing.
Language—the Structure and Analysis of Words and Forms of Discourse. Rhetoric.
Algebra.
Mathematical Geography, ½ term.
Political Geography, ½ term.
Botany, ½ term.

SECOND YEAR.

FIRST TERM.

Psychology.
English History.
Zoology, ½ term.
United States History, ½ term.
Structural Botany, ½ term.
Geometry, ½ term.

SECOND TERM.

Psychology and Methods.
English Literature.
Book-keeping, ½ term.
Civil Government, ½ term.
United States History, ½ term.
Geometry, ½ term.

THIRD YEAR.

FIRST TERM.

Physics.
Chemistry.
A Teacher's Review of
Arithmetic,
Geography,
Grammar.

SECOND TERM.

Psychology and Practice.

The entire school day is given to practice in the Model School for the half year. This doubles the work hitherto done in this indispensable portion of a course of training for Teachers. The work includes, besides the actual teaching, a carefully conducted course of critical discussions upon the practical application of the laws of mind to the organization, instruction and discipline of the school, with the works of Page, Swett, Tate, Thring, Bain, Payne, Johonnot, White, Rousseau, Pestalozzi, Froebel, and others in the hands of the class.

ADVANCED COURSE.

FIRST YEAR.

The work for this Course for the first year is the same as in the Elementary Course.

SECOND YEAR.

FIRST TERM.

Psychology.
Latin.
Zoology, ½ term.
United States History, ½ term.
Structural Botany, ½ term.
Geometry, ½ term.

SECOND TERM.

Psychology and Methods.
Latin.
Book-keeping, ½ term.
Civil Government, ½ term.
United States History, ½ term.
Geometry, ½ term.

JUNIOR YEAR.

FIRST TERM.

Psychology and Methods.
Latin.
Physics.
Science of Education.
History of Education and General History.

SECOND TERM.

Latin.
Chemistry.
A Teacher's Review of
Arithmetic,
Grammar,
Geography.

SENIOR YEAR.

FIRST TERM.

Practice.*
Latin.

SECOND TERM.

Latin.
Geology.
Astronomy.
English History and Literature.
Drawing.

PROFESSIONAL COURSE.

This Course consists of the strictly pedagogical branches, with practice teaching and a review of the Elementary Subjects from the *teaching point of view*.

The work covers the following ground:

1. A Course in Psychology
2. A Course in Methods.
3. A Course in History of Education.
4. A Course in School Economy.
5. A Course in Science of Education.
6. A Course in Practice Teaching.
7. A review in each of the subjects, Arithmetic, Geography, Grammar and Reading.
8. A Course of Lectures on the Kindergarten, its methods and place in a system of education.

*See remark upon practice teaching in third year of Elementary Course.

NOTE.—The students already entered upon the revised course of last year will see that their work will not be disturbed by the slight changes appearing in the present courses.

THE PROFESSIONAL COURSE.

This Course is open to any person having the necessary preparation for it. So much of it as will entitle the student to the diploma of the Elementary Course may be completed in one year by those who have taken the course of study in the average high school. Others, who have had a more liberal training, may enter as candidates for graduation from the Advanced Course in one year.

It consists, as may be seen by referring to the tabular view on page 26, of the pedagogical subjects included in both the Elementary and Advanced Courses of Study.

NOTES ON THE COURSES OF STUDY.

Special attention is called to the Courses of Study upon the preceding page of this circular, for the following reasons:

1. It is a distinct recognition of the fact that the work of Normal Schools should be professional rather than academic.

2. An examination of the course in its arrangement and extent will show that a large amount of professional work is provided. Notice that Mental Science, which all recognize as the only scientific basis of the art of teaching, is placed in the second year, before Methods of Teaching the various branches are begun. This gives a broad foundation of principles which become governing laws in the acquisition of the art.

In addition, the subject of the History of Education is given a prominent place. The class use Compayre's text complete, with much collateral matter drawn from other sources. The principles and practices of the world's great teachers are carefully sought out and their formative power in the art and science of education is made known.

The Science of Education is taught mainly by lectures. Bain's "Education as a Science," Payne's "Contributions to the Science of Education," and Rosmini's "Method in Education" are used as texts.

In the third year time is given to an advanced course in Mental Science. In this course more especial attention is paid to the Intuitions in their relation to Sense-phenomena, with a view of showing the true limitations of the objective or perceptive element in knowledge. In both courses the class use Dr. Schuyler's "Empirical and Rational Psychology" as a foundation, with much additional matter. Constant reference is had to three things: First, that since every man's practices and beliefs grow necessarily out of his philosophy or lack of philosophy of a nature of things, the student must be given a firm footing beyond the reach of skepticism; second, that he shall learn every truth with a view of determining the mental states involved in its acquisition in order that he may secure these in his pupils; and third, *a branch of study is known from the teaching point of view only as its facts are recognizable as data in the Science of Mind.* An operation in addition is as truly a fact in Psychology as in Arithmetic. The proper teaching of the science of pedagogy reveals this to the teacher. The *teacher*

must know not mental science *and* arithmetic but mental science *in* arithmetic.

A course in the organization, government and instruction of the school, under the general name of School Economy, gives the student the controlling principles of the successful working of the school. This is largely a series of lectures. They are made eminently practical.

A full half year is given to the subject of detailed Methods of Instruction in the branches which involve the elements of knowledge. These are not cut and dried formulas of our "ways of doing things," but a careful application of the laws of mind to the arrangement and grading of work, to the art of questioning, to the acquisitive and elaborative processes, and to the recitative or reproductive states of knowledge.

In addition to this course in Methods, a careful review during the third year is given to each of the instrumental and elementary subjects. These subjects are called "instrumental" because they become the means or instruments whereby the mind increases its conquests in the domain of truth; they are called "elementary," not at all because they are easier of mastery, but rather because they include the thought-concepts, the elements, which the soul combines into ever new and ever widening relations in its further progress in knowledge. These branches thus become all inclusive when treated as professional subjects by the teacher.

Finally, a full half year is given, following all of the above preparation, to practice-teaching in the Model School.

This work is done under the immediate supervision of the best trained talent with a view of aiding the student to intelligently apply the laws of mind in the actual work of the school room. It is thus not blind experimentation, trusting to "luck" that somehow the right way will at last be discovered, or "hit upon," by experience, but it is scientific prevision and insight applied to work. It is work with a conscious purpose, with the advantage of a preformed ideal, and a definite knowledge of its conditioning laws. It is no more blind than is the work of a Faraday or a Tyndall in natural science. Every day's work is reviewed by the critics and those who have taught the children. In these *critiques* no time is spent in discussing unimportant details, but attention is concentrated upon the laws of mind that have been observed or violated. Daily reference is made to the best books on education to satisfy the demands of a broad philosophic basis of teaching. The works of Johonnot, Richter, Rousseau, Pestalozzi, Schuyler, Hamilton, Thring, Parker, Jos. Payne, W. W. Payne, DeGraff, Tate and others are made familiar by use at the moment when their help is of the greatest value, that is, when there is a felt want. This course gives much experience in a short time, as it is not the quantity but the quality of this element in knowledge which determines its value.

All of this professional work, being arranged as it is in its time-relations, gives a course which must commend itself to all who appreciate the trained teacher.

SESSIONS OF THE SCHOOL.

There are five daily sessions of the school each week, from 8.30 A. M. to 12.40 P. M.

The hours of study are from 3.00 to 5.00 and from 7.00 to 9.00 o'clock P. M. daily, except on Friday evenings and Saturday afternoons. This arrangement divides the day into two periods, that from 8.30 A. M. to 12.40 P. M., during which time the students are engaged in recitation; and that covered by the study hours in the afternoon and evening. The strict observance of the latter period is of quite as much importance as the former. No pupil will be expected to absent himself from duty during either interval, nor will it be presumed that pupils are to be interrupted by callers or visitors during their study hours, any more than during the hours of recitation. As the spirit of the school is thoroughly loyal to this plan, any person feeling himself unable to comply cheerfully with these habits of work will not find this school congenial to him.

GENERAL EXERCISES.

Spelling, daily.

Rhetorical Exercises, daily.

Vocal Music, daily.

English Literature and Rhetoric and Written Examinations by all the classes, from 8.30 to 10.30 A. M., every Saturday.

This arrangement for examinations has been found to be very desirable, removing entirely the feeling of nervousness often engendered when several examinations are held during the same week. The plan so distributes the work that a pupil pursuing four subjects has an examination in each one once a month.

The Saturday classes in Literature and Rhetoric add greatly to the amount and efficiency of the work in the daily recitations in these subjects. It is cumulative in its effects, extending as it does throughout the three and four years without interruption. The students regard it with especial favor. It develops a taste and culture which the same number of lessons given daily would not produce. The classes study with leisure for reading full texts from many of the great classics. During the past year Homer, Shakespeare, Scott, Dickens, Irving and Longfellow have been carefully studied. The last year is usually divided between Homer and Shakespeare.

DIPLOMAS.

Diplomas will be issued to graduates of the respective courses.

Certificates of standing in each study of the several classes will be issued to those who desire them at the close of each year or upon leaving school at the end of a term.

ADMISSION.

1. The essential qualifications, of which students should be well satisfied, are their physical ability and their natural adaptation to the teacher's profession.

2. For admission to the Elementary Course, candidates must be fifteen years of age. They must pass a creditable examination in Orthography, Reading, Grammar and Language, the general Geography of the World, and Arithmetic, equivalent to the demands for a second grade certificate in these subjects. They must sign a *pledge* to teach two years in the schools of the state, unless prevented by circumstances beyond their control, and to report semi-annually to the President. The examinations are both written and oral—the aim being to determine the *ability* of an applicant, rather than a list of the facts he has at hand. Many persons who would pass a poor examination on questions of fact, may be the very strongest students, the most vigorous thinkers.

3. Graduates of High Schools and Colleges will be passed in subjects without examination, on the certificate of the Principal that they have already completed them with a grade of not less than 75 per cent.

Attention is called to the following resolution of the State Normal Board, adopted at its annual meeting in June, 1884:

Resolved, That in the examination of candidates for admission to the Normal Schools, second grade county certificates shall admit to the C Class. That the certificates of the State High School Board be accepted for the subjects named, and that graduates of the State High School Course be admitted to the Professional Course without examination.

It is therefore recommended that persons expecting to attend the school, especially those at a distance, take their county examinations for second grade certificates. The result will show them whether they can enter, and may save them the expense of a trip to St. Cloud. Besides this, the school is glad to have the co-operation of the County Superintendents in supplying their schools with trained teachers.

4. Students will not be received after the beginning of a term, except upon the most satisfactory excuse. Any who cannot be present upon the first day of a term should report to the President beforehand, that their absence may be understood. Neither is it expected that students will leave before the close of a term, unless compelled to do so by circumstances beyond their control.

5. Students already entered in classes, and having no examinations to pass, are not required to be present the day of examination.

6. Examinations for entrance will be held on the first day of each quarter.

SUGGESTIONS TO APPLICANTS.

To determine your own fitness for admission to the school, ask, and be able to answer in the affirmative, the following questions:

a. Can I read fluently and with understanding?

b. Am I a good speller?

c. Can I write legibly?

d. Am I familiar with the use of the dictionary?

e. Do I understand the principles of arithmetic, and am I skillful in their application?

f. Do I habitually use, in speaking and writing, good English? Am I familiar with the proper use of capital letters, and the general rules for punctuation? Can I analyze correctly an ordinary English sentence, classify the parts of speech, and give their office and construction?

g. Can I name and give a brief description of the continents and principal countries of the globe, locate the principal mountain ranges, rivers and cities, and can I explain, with reasonable clearness, the changes of the seasons?

These questions indicate the subjects upon which the failures of applicants are most frequent. If you have been a careful student in the elementary branches, you should be able to answer these in the affirmative, for this is the work for which the grammar and ungraded schools, and not the Normal School, should be held responsible. Every negative or doubtful answer will diminish the probability of your admission. The time spent on more advanced studies will be of little value to you, as a preparation for the work of the lower classes.

Obtain a letter from your County Superintendent, if possible, introducing you to the school. This will be all the recommendation you will need.

Bring with you, as useful for study or reference, all the text-books you have.

Students must come fully prepared to give their undivided attention to the work of the school during the entire term. The demands of school are so pressing that students cannot

be permitted to engage during term time in any employment or pleasure—as taking private music lessons or attending parties or other entertainments—which is not directly connected with their work.

DISCIPLINE.

In a Normal School there should be no need of referring to the matter of discipline. Only those should come, or be admitted, who have well-formed, correct habits. This is not in any sense a reform school, and young gentlemen or young ladies who are not disposed to submit willingly and cheerfully to all the wholesome restraints found necessary for the good working and good reputation of the school, will be unhesitatingly dismissed.

We are, in a measure, responsible to the State for the character and acquirements of each pupil graduated from the school. This being the case, we are compelled to exercise the most rigid scrutiny in reference to both of these points. Offenses, that in a mere academic institution might be passed over lightly, are viewed rather as indicating the unfitness of the offender for taking charge of the training of the children of the State. In this way it sometimes happens that pupils are advised to withdraw from the school, or are even dismissed, when no very serious charges are brought against them; they have merely convinced us that they are not suitable persons to enter the profession of teaching.

ATTENDANCE AT CHURCH.

It is expected that each student will choose a church home upon coming here, which shall meet with the approval of his parents, and that he will regularly attend upon its stated services.

CHRISTIAN ASSOCIATIONS.

The national college work of the Y. M. C. A. is represented by organized branches among both the young ladies and gentlemen. These societies have done great good. They have been a very efficient help in maintaining that high and pure standard of moral culture so essential among students who are to be teachers. An earnest evangelical work has been going steadily forward. Each society holds its meetings once a week regularly. In addition to these, the societies have done well in caring for many interests which have reference to the growth of Christian manhood and womanhood; such as the missionary work of the Christian church, works of benevolence and charity, Sunday afternoon classes for Bible study, etc.

TUITION.

Tuition is *free* to all students entering the Normal Department and who sign the required pledge to teach for two years in the public schools of the State.

To all not pledged to teach, the tuition is $30 per year.

In the Model School, $12 per year.

All tuition is payable quarterly, *strictly in advance.*

TEXT BOOKS.

Text books are furnished free of charge in all departments of the school to those who pay tuition; other students pay a uniform fee of $1.50 per term for the rental of all text books needed.

A strict account is kept of any injury done to books and a charge made therefor.

Students are allowed to purchase their books if they prefer to do so. To all such, books are sold at the lowest wholesale rates.

THE MODEL SCHOOL.

This school includes pupils of all grades from the lowest Primary up to the High School.

In its organization, its management, and in all of its appointments it furnishes to the pupils of the Normal Depart-

ment a model for observation and imitation. The very rapid and thorough progress of its pupils enables the practice teacher to see what may and ought to be accomplished in any good school. A general view of the course of study is presented in the following outline:

Arithmetic, completed.
Geography, completed.
Language and Grammar.
Penmanship.
Drawing.
Vocal Music.
Reading.
United States History.
Elementary Science:
 Botany.
 Physiology.
 Physics.
 Natural History.
 Physical Geography.
 Mathematical Geography.
Algebra.
Geometry.
Book-keeping.
Literature.

The entire resources of the Normal School in the way of apparatus and all educational appliances are used in the Model School. Its pupils have the full benefit of the museums, physical apparatus and laboratory.

General Information.

LOCATION.

The school is located in the city of St. Cloud, county seat of Stearns county, seventy-five miles above St. Paul. The city lies upon the west bank of the Mississippi river. It is the center of a net-work of railroads, giving it communication with all parts of the State. The Northern Pacific and the St. Paul, Minneapolis & Manitoba railroads bring students direct to the city from all points within the vast territory covered by their tracks. St. Cloud is a rapidly growing city, with a present population of about eight thousand. It affords to all students good opportunities in literary, social and religious culture—all of the leading christian denominations having houses of worship here. It is one of the most beautiful and healthful cities in the State.

HISTORY.

This school was opened in September, 1869, in the hotel building known as the Stearns House. After the completion of the present spacious and beautiful structure in 1875, the old building was used as a Ladies' Home. During the nineteen years of its existence it has graduated three hundred and sixty teachers, who have returned to the State, on an average, two and a half times the service they pledged themselves to render. Many of them have made teaching their life work. Their constantly widening experience enables them to make their labors more and more valuable to the State in raising the standard of its schools.

In addition to these, several thousand young persons have taken a partial course of training here, all of whom were thereby better qualified for the work of the school room, many, indeed, receiving such an impetus as to place them in the ranks of the best teachers.

OBJECT AND PLANS OF THE SCHOOL.

The object of the school is to train teachers for the public schools of the State. The course of study and all the work of the daily program are arranged with this end in view. Because of the strict adherence to this plan, no effort is made to secure students for the Academic Course alone, for, while such are admitted as tuition students, no impression is allowed to prevail that this is not strictly a *teachers' school for teachers.*

THE BUILDING.

The building occupied by this school is built of cream colored brick, and in its convenience and furnishing is believed to be second to none in the Northwest. Situated upon the high bluff overlooking the Mississippi river, the location is no less beautiful than healthful. The whole building is heated by steam and has a thorough system of ventilation. The entire basement of the school building has been finished and furnished for the Model Department.

APPARATUS.

The collection of apparatus in the school is large and of the finest quality.

PHYSICS.

This department includes a complete set of apparatus, sufficient for all subjects in the course, containing a large air-pump, an electric machine, a whirling-table with its accessories, a fine spectroscope, large prisms, mirrors and lenses, a steam engine, a sonometer, a Ruhmkorff's coil, capable of giving a five-inch spark, a plunge battery, a fifty-cell Bunsen battery, an electric motor, suction and force pumps, a specific gravity apparatus, an aneroid barometer, a Hero's fountain, a full set of induction apparatus, an electric light, Geissler tubes, a dissolving view stereopticon with some four hundred fine views on scientific and other subjects, a solar microscope with a full set of slides, and many other pieces, making one of the finest collections in the

State. The apparatus is protected by beautiful hardwood cases, and is made use of daily in illustration of the lessons in the class room. Many pieces of apparatus were ordered direct from Europe.

CHEMISTRY.

This important subject, including both the elements and qualitative analysis, is taught by a combination of class work and laboratory practice. The student during the afternoon of each day *performs all of the experiments for himself in the laboratory*—on the following morning in the class room he reports upon his researches, and aided by teacher, text book and classmates, he corrects his judgments and prepares for the experimental work of the afternoon.

The intrinsic value of much work done by a pupil in self-experimentation is totally destroyed by *telling him beforehand of the results of his experiment, thus robbing him entirely of the stimulating pleasure of discovery.* This fatal error is studiously avoided.

All needed appliances for illustration and individual experiment are furnished free of charge.

PHYSIOLOGY.

The instruction in this subject, with its allied subjects of hygiene and anatomy, is illustrated by means of personal dissections by the class in the laboratory, with skeletons, plaster casts, models, charts and a superior MANIKIN.

The manikin was purchased in Paris, and is as fine a one as can be had in Europe. It is one of Azoux's, being a complete model of the human body in correct proportion

and natural color, showing by a minute dissection every important muscle, nerve, blood-vessel and organ of the system. More than 2,000 details of anatomy are shown. It is a marvelous piece of scientific mechanism. A week's study with it is worth a term without it.

Special stress is laid upon the teaching of the effects of stimulants and narcotics, in accordance with the recent law upon this subject.

GEOLOGY AND MINERALOGY.

A carefully selected cabinet of several thousand specimens furnishes a basis for the presentation of these subjects. In these, as in all other branches, the principle that *what a student does for himself is the only real education*, is carried out. A thorough examination of specimens by the student is a necessary preparation for every lesson.

NATURAL HISTORY.

The two departments of Botany and Zoology are well supplied with specimens and appliances. A large botanical case, with two hundred apartments, has been added this year. The school is now in shape to receive and exchange specimens. It is hoped that the alumni and students will do their share in building up this important department.

LIBRARY.

A library of several thousand volumes is open to the school. A full supply of the standard reference books, dictionaries, encyclopedias, gazetteers, etc., furnishes all needed information upon subjects discussed in the class room.

A library of text books upon all subjects is open to the students, where they find help in examining the various methods presented by our standard text book authors in the different branches.

The school has been recently designated as a Depository of Public Documents, and now has upon its shelves 800 volumes from the Government Printing Office, many of them of great value. These are open to the public for consultation at any time during the day from 8.30 A. M. to 4.00 P. M.

READING ROOM.

The Reading Room has been fitted up by the Students' Literary Society with a carpet and chandeliers.

Both it and the Library are open daily to students during all hours of the day when they are not required to attend to the duties of the school.

BOARDING.

The Ladies' Home, finished during the early fall of 1885, is an invaluable adjunct to the school. It affords the best accommodations to seventy-five young ladies, and can furnish day-board to fifty more, ladies or gentlemen. The nearness of the Home to the school makes it peculiarly desirable during the winter months, saving a long walk through the cold and snow.

The building is a credit to the State and a monument to the wisdom and foresight of the Legislature. It is built of cream-colored brick, three stories in height, 105 feet in length and 65 feet in depth, in the form of an L. The first floor is occupied by the Matron's apartments, parlors, gentlemen's waiting room, dining hall and kitchen—the two upper floors by the sleeping rooms and bath rooms. In the basement are six Ruttan furnaces, the laundry, cellar and janitor's rooms. The upper floors are connected by broad, gently-sloping stairways, each one relieved by a landing. The rooms are high and airy, the halls ample and well-lighted.

The building is heated and ventilated by the Ruttan system. All the rooms are kept at a uniform temperature of 68 to 70 degrees, *and all of the air in each room is changed as often as every 20 minutes.* The Home is lighted with gas and supplied with every convenience of the best modern homes. Large bath rooms for the use of students, with hot and cold water, are within easy access from all the rooms. The building is supplied with water from the city

water mains, which insures protection in case of fire, while the most approved fire-escapes, three in number, are attached to the building.

The furnace-heating and gas-lighting do away with all fires on the floors of the Home, rendering the building practically fire proof.

The comfort and convenience of the young ladies at the Home has been made a matter of long and careful study, and it can be confidently said that it affords to those so fortunate as to board there all the pleasures of a home, with none of the discomforts of a boarding house.

The house is furnished throughout with carpets and substantial furniture.

Rooms for students are supplied with table, chairs, carpets, bedstead, springs, mattresses, pillows, bureau, washstand, wash-bowl and pitcher, window shades, and gas-lamps with shades, and every room has a closet.

Students will provide their own napkins, towels, pillow-cases, one pair of sheets, woolen blanket, comfortable and spread. Each young lady is requested to bring a waterproof cloak, umbrella and pair of rubbers.

Each student is expected to do one-half hour's work each day under the direction of the Matron. This work is light housework—never including washing or scrubbing.

The most careful attention is given to all the customs of a refined home—the young ladies being taught, both by precept and example, those refinements of manner which mark the cultivated ladies of society. Inasmuch as all true courtesy and culture spring from the Golden Rule, much emphasis is placed upon the importance of governing all

actions upon the principle of right and charity. The Home, as a Christian household, is thus kept free from the gossip and personalities which have their root in selfishness.

The table is supplied with an abundance of well-cooked food and in ample variety. The bill of fare is equal to that upon the tables of the best families in the city. The testimony of the students in the past may be appealed to upon this matter—their unanimous verdict being one of complete satisfaction.

Such rates of boarding as this school offers, it is firmly believed, cannot be excelled by any other school in the country.

The price per week, including furnished room, light, fuel, board, use of laundry, bath rooms, and all the conveniences of the Home, is only THREE DOLLARS, payable monthly in advance. When this amount is compared with the expenses of other Boarding Halls for young ladies, it will be seen to be from fifty cents to seven dollars less per week than is usually charged elsewhere.

While most of the washing is done by steam laundry in the city, a limited amount may be done by the young ladies, in the Home laundry. All of the ironing may be done by the students if they so desire. Washing costs 25 cents per dozen for the young ladies boarding at the Home.

Preference in choice of rooms will be given in the order of application. Those desiring rooms should therefore apply early.

Board can be secured in private families at from $3.50 to $5.00 per week.

GENERAL ANNOUNCEMENTS.

Students compelled by necessity (*no others should think of it*) may secure rooms for self-boarding at moderate rates.

Particular attention is called to the following points:

1. Students who do not board at home are expected to consult the President before selecting boarding places.

2. Pupils will not be allowed to board at places not approved by the Faculty of the school.

3. Ladies and gentlemen will not be allowed to board in the same family. This rule shall apply equally where the house is occupied by two or more families.

4. Permission must be obtained in every case where pupils desire to board in families where boarders are taken who are not connected with the school.

5. Brothers and sisters will be allowed to board in the same house, provided no other boarders are received into the house.

6. Students will not be expected to change their boarding places without consulting some member of the Faculty.

7. Every means will be taken to secure suitable boarding places for such students as desire this service, and families in which students board will be encouraged to report the least departure from perfectly ladylike and gentlemanly conduct.

8. Pupils may receive calls on Friday evenings from 6 to 9 o'clock, and on other days before study hours.

It is presumed that every student will see in these regulations the expressed judgment of responsible authority, and will heartily comply with not only their letter, but their spirit as well.

YOUNG MEN.

An arrangement has been made to furnish to young men equally good facilities for board. A large new house, well furnished, warm and convenient to the school has been secured for the purpose. Every comfort of home life will be found here, and nothing will be allowed which is not in harmony with the aims of the school. The management will be upon the same general plan as at the Ladies' Home, except that the young men will do no daily work, and they will be required to furnish nothing. The very low rate of $3.25 a week will make it possible for those of limited means to avoid the inconveniences of self-boarding. Applications should be made early.

The building will be known as "The Young Men's Hall."

SIGNAL SERVICE WORK.

The school is now in connection with the State Department of the United States Signal Service Bureau. This work will be made tributary to the class instruction in science, thus giving the pupils a practical familiarity with one of the most important branches of modern scientific research.

When it is remembered that 88 per cent of all the predictions of the Signal Service Bureau are fulfilled, and that the great commercial, industrial and agricultural enterprises are profoundly affected by them, nothing further need be said upon the advantages of a practical knowledge of the subject of meteorology. Being in connection with the entire department, the school will receive the results of the observations from the other signal stations.

Daily telegraphic reports are received from Washington and the signal flags are displayed both at the school and from the Grand Central Hotel in the city.

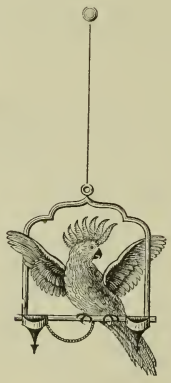
GENERAL REMARKS.

It is to be hoped that County Superintendents, and other friends of the Normal School, will be ready to advise those who are earnestly striving to make themselves good teachers, to enter some of the departments of the school. It may, also, in all kindness, be suggested that none be recommended who are not physically, mentally, and morally fitted for the profession. The fact that a candidate has failed at an examination is, alone, hardly evidence that he should come to the Normal School. While it is our aim, by faithful effort, to fit our pupils for the work of teaching, even here we cannot work miracles, and there are those whom no amount of instruction and no thoroughness of training can make good teachers.

County Superintendents and all friends of education are earnestly invited to visit and inspect the workings of this school, and by their criticisms, suggestions and co-operation aid us in supplying the schools of the State with better trained teachers.

Address letters of inquiry and requests for catalogues to the President,

THOMAS J. GRAY,
St. Cloud, Minnesota.




L'ÉTOILE DU NORD.

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS.

Catalogue and Circular

OF THE

STATE NORMAL SCHOOL

AT

St. Cloud, Minnesota

FOR 1889-1890.

ANNUAL CATALOGUE

OF THE

State Normal School

AT

ST. CLOUD, MINNESOTA

FOR THE

SCHOOL YEAR ENDING JUNE 1, 1889

WITH

ANNUAL CIRCULAR

FOR THE

YEAR 1889-1890

ST. CLOUD, MINN
JOURNAL-PRESS STEAM PRINT
1889

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1888-89

HON. D. L. KIEHLE,

SUPERINTENDENT OF PUBLIC INSTRUCTION.

State Normal Board,

1889-1890.

HON. W. S. PATTEE, President, – – – Northfield.
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A. J. GREER, – – – – – – – – – – Wabasha.

Annual Meeting of the Board on the first Tuesday in June, at the office of the Secretary in St. Paul.

Faculty of Instruction.

THOMAS J. GRAY, President,

Mental Science, School Economy and Science of Education.

C. W. G. HYDE, Institute Conductor,

School Economy, History, Penmanship and Accounts.

ISABEL LAWRENCE,

Methods and Superintendent of the Training School.

ADA A. WARNER,

Botany, Geometry and Geography.

WAITE A. SHOEMAKER,

Arithmetic, Algebra and Astronomy.

C. E. PURDY,

Natural Science.

MARY E. LAING,

Rhetoric, English Literature, Reading and Elocution.

ADA M. KIEHLE,

Latin.

MARY E. BLANCHARD,

Music and Grammar.

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Drawing.

ISABELLA PRETLOW,

Applied Methods and Criticism.

KITTIE W. ALLEN,

Librarian. Literature.

OLIVE LEAVITT,

Arithmetic and Criticism.

Miss SARAH A. THAYER,

Matron of the Ladies' Home.

CALENDAR FOR 1889-90.

FIRST TERM—18 WEEKS.

Entrance Examinations, - - - -	August 22, 1889.
Work of the Term begins, - - - -	August 26.
End of First Quarter, - - - - -	October 24.
First Term ends, - - - - - - -	December 20.

SECOND TERM—20 WEEKS.

Entrance Examinations, - - - -	January 9, 1890.
Work of the Term begins, - - -	January 10.
End of Third Quarter, - - - - -	March 19.
Second Term ends, - - - - - -	May 28.

HOLIDAY VACATION.

Begins at noon, - - - - - - - -	December 20, 1889.
*Closes at 8:30 A. M., - - - - -	January 9, 1890.

COMMENCEMENT.

May 26, 27, 28, 1890.

*Enrolled students and those having no examinations to pass will begin work on January 10, at 8:30 o'clock A. M.

CATALOGUE OF STUDENTS FOR 1888-9.

NORMAL DEPARTMENT.

POST GRADUATES.

Brower, Josephine V.	St. Cloud,	Minn.
Curtis, Allen W.	Osakis,	Minn.
Thompson, Nella A.	Lanesboro,	Minn.

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SENIOR CLASS.

Bach, Christian	St. Cloud,	Minn.
Douglas, Helen L.	Moorhead,	Minn.
Felch, Caroline E.	Elk River,	Minn.
Fitzgerald, Elizabeth F.	Litchfield,	Minn.
McConnell, Jennie A.	St. Cloud,	Minn.
Mattson, Rebecca T.	Breckenridge,	Minn.
Nickerson, Mary E.	Elk River,	Minn.
Paddock, N. Ellen	Maine Prairie,	Minn.
Pattison, William T.	St. Cloud,	Minn.
Reiter, Henry W.	Rockville,	Minn.
Rich, Caroline E.	Monticello,	Minn.
Taylor, Georgiana	Duluth,	Minn.
Walker, Annie Bruce	Brainerd,	Minn.
Watson, John H.	Brooklyn Centre,	Minn.
Weyrens, John H.	Eden Lake,	Minn.

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JUNIOR CLASS.

Brigham, Bertha C.	Townshend,	Vt.
Burdick, Harriet M.	Paynesville,	Minn.
Dunton, Harriet E.	Clearwater,	Minn.
Dunton, Arthur M.	Clearwater,	Minn.
Jenks, James E.	Clearwater,	Minn.
Lahr, Joseph P.	St. Cloud,	Minn.
Prater, Elijah W.	Bloomington,	Ky.
Robinson, Hattie L.	Larimore,	Dakota.
Taggart, Margaret I.	Campbell,	Minn.
Teffre, Olia M.	Esofea,	Wis.
Wharton, Alice R.	St. Cloud,	Minn.

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A CLASS.

Adams, Eleanor E.	Crow River,	Minn.
Adley, Lafayette R.	Maine,	Minn.
Atwood, Erwin W.	St. Cloud,	Minn.
Bowing, Harry C.	St. Cloud,	Minn.
Boorn, Etta W.	St. Cloud,	Minn.
Carey, Eleanor W.	Falcon,	Mich.
Collar, Mary V.	St. Cloud,	Minn.
Corbin, Floy	Little Falls,	Minn.
Crockett, Clara S.	Elk River,	Minn.
Gates, Alfred H.	St. Cloud,	Minn.
Hines, Jessica M.	St. Cloud,	Minn.
Hunt, Jessie B.	St. Cloud,	Minn.
Johnson, Addie E.	Johnstown,	Dak.
Morgan, Alpha N.	St. Cloud,	Minn.
Morgan, Jessie E.	St. Cloud,	Minn.
Miller, Margaret R.	Minneapolis,	Minn.
Norton, Elizabeth E.	Stillwater,	Minn.
Pierce, Harriet L.	St. Paul,	Minn.

Plainey, Annie B.	St. Paul,	Minn.
Shaw, Judson	St. Cloud,	Minn.
Snow, Lura A.	Otsego,	Minn.
Tait, Elizabeth M.	Sauk Centre,	Minn.
Talbot, Anna J.	Berlin,	Wis.
Whitney, Sarah J.	Anoka,	Minn.

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B CLASS.

Andrews, Alonzo	Boston,	Mass.
Aurland, Syverine	Fergus Falls,	Minn.
Biggerstaff, J. Herbert	St. Cloud,	Minn.
Bold, William	Cold Spring,	Minn.
Borman, Michael M.	Rockville,	Minn.
Boulter, Nellie E.	St. Cloud,	Minn.
Briggs, Theodora T.	Kingston,	Minn.
Brown, Linda E.	Fergus Falls,	Minn.
Burdick, Clyde H.	Paynesville,	Minn.
Carrick, Georgia H.	Milbank,	Minn.
Cartledge, Andrew B.	Burbank,	Minn.
Craig, Christina A.	Wilbur,	Ontario.
Cramb, Leland	St. Cloud,	Minn.
Crampton, Lillian A.	Mantorville,	Minn.
Fergurson, Mary S.	Minneapolis,	Minn.
Fisk, L. Estella	Maine Prairie,	Minn.
Fritz, Andrew E.	St. Cloud,	Minn.
Gallagher, Isabelle	St. Cloud,	Minn.
Gans, Michael	St. Cloud,	Minn.
Gilman, Lucile E.	St. Cloud,	Minn.
Greeley, Liston Q.	Bangor,	Minn.
Hall, Hermione	St. Cloud,	Minn.
Hunt, Thaddeus S.	St. Cloud,	Minn.
Johnson, Victor L.	Lindstrom,	Minn.

Jones, Jennie D.	St. Cloud,	Minn.
Kenyon, Lillian M.	Maple Grove,	Minn.
Larson, Peter M.	Urness,	Minn.
Mann, Leonard L.	St. Charles,	Minn.
Manz, Ida M.	Paynesville,	Minn.
Martin, Samuel W.	St. Cloud,	Minn.
Mathews, Abbie A.	Breckenridge,	Minn.
Mitchell, Laura B.	St. Cloud,	Minn.
Mostue, Elias A.	Norway Lake,	Minn.
Nelson, John F.	Lindstrom,	Minn.
Nessel, Margaret	Rush City,	Minn.
Noel, Emma E.	St. Cloud,	Minn.
Noth, Frederica	Maple Grove,	Minn.
O'Brien, Mary	Willmar,	Minn.
Overton, Lucy J.	Ogdensburg,	N. Y.
Paulson, Hannah	Hillsboro,	Dak.
Peterson, Ida M.	Grove City,	Minn.
Pickit, Arlina	Fergus Falls,	Minn.
Polley, Helen J.	Aitkin,	Minn.
Powell, Joseph	Hutchinson,	Minn.
Robertson, Euretta O.	St. Cloud,	Minn.
Ronning, Henry T.	Starbuck,	Minn.
Sartell, Fred N.	LeSauk,	Minn.
Spaulding, Daniel W.	Maine Prairie,	Minn.
Stanton, Emma L.	Sauk Rapids,	Minn.
Stevenson, Anna Belle	Claremont,	Minn.
Vallely, Mary E.	Fair Point,	Minn
Walkley, Martha F.	Maine Prairie,	Minn.
Williams, Mary J.	Cable,	Minn.
Wolcott, Frank H.	Camden,	N. Y.
Zimmer, Jacob	St. Joseph,	Minn.

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C CLASS.

Adkin, Albert R.	Kingston,	Minn.
Bailey, Minnie B.	St. Cloud,	Minn.
Ball, Forest	St. Cloud,	Minn.
Barbour, Helen B.	Stanchfield,	Minn.
Barbour, Nellie M.	Stanchfield,	Minn.
Becker, Otto E.	Graceville,	Minn.
Benhardus, Beuhop F.	St. Olof,	Minn.
Bennett, Kittie	Alexandria,	Minn.
Benton, Susan G.	Hawick,	Minn.
Bishop, George	North Adams,	Mass.
Boulter, Sarah	St. Cloud,	Minn.
Bowen, Leslie W.	Forman,	Dak.
Brown, Isaac N.	Hawley Falls,	Minn.
Campion, Elsie I.	Angus,	Minn.
Campion, Manton A.	Angus,	Minn.
Carroll, Frances M.	Alexandria,	Minn.
Carter, Cora E.	St. Cloud,	Minn.
Connelly, Annie	Glendorado,	Minn.
Cooley, Harry	Brainerd,	Minn.
Dalager, Jennie G.	Glenwood,	Minn.
Davis, Anna	St. Cloud,	Minn.
Davies, M. Helen	Angus,	Minn.
Dayton, Nellie E.	St. Cloud,	Minn.
Diffenbacher, Mary S.	Rush City,	Minn.
Denny, Anna E.	St. Paul,	Minn.
Dodge, Stella J.	Inkster,	Dakota.
Enderle, Crescenz	St. Cloud,	Minn.
Engebretson, Annie M.	Starbuck,	Minn.
Fehr, Margaret M.	St. Cloud,	Minn.
Gale, Charles R.	Minneapolis,	Minn.
Geer, Henrietta	New London,	Minn.

Geiger, Pollie	St. Cloud,	Minn.
Geiger, Henry	St. Cloud,	Minn.
Getchell, Ernest A.	St. Cloud,	Minn.
Gorman, Jennie	McCanna,	Dakota.
Grove, Julius	Starbuck,	Minn.
Hagen, Olaf J.	Colfax,	Dakota.
Halgren, Harriet O.	Cormorant,	Minn.
Hall, Charlotte A.	Erie,	Mich.
Hangen, Serena	Aitkin,	Minn.
Hendrickson, Matilda	St. Cloud,	Minn.
Hill, Carrie A.	Alexandria,	Minn.
Howard, Lydia M.	Sauk Centre,	Minn.
Howes, Louise M.	Angus,	Minn.
Iverson, Lewis	West Lake,	Minn.
Jerrard, Margaret M.	St. Cloud,	Minn.
Johnson, Nettie	Johnstown,	Dakota.
Johnson, Mary B.	Little Sauk,	Minn.
Johnsrud, Iver T.	Sacred Heart,	Minn.
Kidder, Jason	Fergus Falls,	Minn.
LaPaul, Etta M.	Minneapolis,	Minn.
Lien, Olaf	Elizabeth,	Minn.
Lyders, Louise	Sacred Heart,	Minn.
McCanna, Charlotte E.	McCanna,	Dakota.
McConnell, Grace M.	St. Cloud,	Minn.
McLennan, Agnes	Crookston,	Minn.
McMillin, Howard S.	Motley,	Minn.
Manuel, Clara A.	Bellingham,	Minn.
Manuel, Katie J.	Bellingham,	Minn.
Mason, Martha E.	Kimball,	Minn.
Matthews, Annie I.	Stillwater,	Minn.
Mitchell, Carrie T.	St. Cloud,	Minn.

Monroe, Mary Z.	Belle Prairie,	Minn.
Murphy, Emma	Holdings Ford,	Minn.
Nelson, Nels P.	East Granite Falls,	Minn.
Nielson, Peter	Tordenskjold,	Minn.
Pew, Louida M.	Maine Prairie,	Minn.
Patterson, Sarah	Clear Lake,	Minn.
Rathjens, Mary	Cambridge,	Minn.
Riley, Sarah	Westport,	Minn.
Robertson, Winnifred C.	St. Cloud,	Minn.
Robinson, Anna	Tower,	Minn.
Ronning, Louisa M.	Starbuck,	Minn.
Scherfenberg, Albert F.	St. Cloud,	Minn.
Sheldon, Edith	Paynesville,	Minn.
Shotwell, Theodora A.	Alexandria,	Minn.
Smart, Franklin J.	Brockway,	Minn.
Smart, Mary A.	Brockway,	Minn.
Smith, Jeanette C.	Clearwater,	Minn.
Smith, Cyrus J.	Sauk Rapids,	Minn.
Starkey, Frank H.	St. Cloud,	Minn.
Stauffer, Samuel H.	Burbank,	Minn.
Stevens, Zell L.	Haven,	Minn.
Sutton, Eli	Hartford,	Minn.
Thomas, Hattie J.	Crookston,	Minn.
Vinge, Syver	St. Olaf,	Minn.
Waller, Daisy E.	St. Cloud,	Minn.
Wendlandt, Herman G.	Paynesville,	Minn.
West, Harry J.	St. Cloud,	Minn.
Wiley, Leslie K.	St. Cloud,	Minn.
Wilkes, Ada E.	North Branch,	Minn.
Willson, Bertha B.	Buffalo,	Minn.
Woodworth, Geo. L.	Clearwater,	Minn.
Yourex, Mary	Richmond,	Minn.

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MODEL DEPARTMENT.

SENIOR CLASS.

Abbot, Lizzie
Carter, Mattie
Crosby, Zylpha
Enderle, Kate
Engebretsen, Sophia
Gallagher, Frank
Gandall, Lura
Gray, Jessie
Gray, Mabel
Hamilton, Madge
Howind, Etta
Hunt, Mark
Hyde, Leon
Kitowski, Thomas
Kraemer, Mary
Lang, John
Ley, John
Lennon, Ella
Lisle, Carrie
Marvin, Cora
Mayberry, James
Mayhew, Warner
Meisner, William
Neal, Clarence
Northup, Lemuel
Noyes, Grace
Pung, Arnold
Schaefer, Emma
Schmitt, Julius
Seberger, Theresa
Setzer, Hattie
Siver, Hattie
Smith, Cora
Thielmann, Rudolph
Tilton, William
Tomlinson, Mabel
Tschumperlin, Alois
Waldorf, Lizzie
Wegner, Anna
Wells, Maud
Weyrens, Peter
White, Edward
Whiting, Grace

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GRAMMAR GRADE.

Ahles, Paul
Arnold, Edith
Brown Winnifred
Bruckart, Leigh
Carleton, James
Christen, Matilda
Dayton, Faith
Dietrich, Mildred

Douras, Emma
Drake, Alfred
Drinkwater, Edward
Enderle, Emil
Enderle, Henry
Frazier, Nellie
Freeman, Warren
Fuller, Louise
Gale, Edward
Gans, Edward
Gilfillan, Joseph
Goetten, John
Gray, Elsie
Gray, Blanche
Green, Effie
Griebler, John
Grove, Edward
Hyde, Wilfred
Jones, Etta
Kloepper, Joseph
Koll, Mathias
Kraemer, John
Krier, Nicholas
Lembeck, Henry
Lommel, Joseph
Loudon, Clinton
Lyle, Harry
McClure, Mary
McConnell, Hermann
Mitchell, Leslie
Molitor, Martin
Naegli, Frank
Nehring, John
Nied, Anna
Northup, Jessie
Osborne, Sarah
Otto, William
Perkins, Gertrude
Perkins, Mabel
Pontius, John
Roeser, Nicholas
Shaw, Kitty
Shoemaker, Ernest
Strobel, John
Smart, Ina
Smith, Frank
Smith, Leola
Smith, Lura
Waller, John
Wegner, Belle
Wegner, Charles
Wegner, Fred
Weber, Anna
Weber, Peter
Wells, Bessie
Westerman, Mata
Wiley, Harry
Zoll, Mary

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PRIMARY GRADE.

Adley, Bessie
Buckman, August
Gilfillan, Edward
Gilfillan, Elsie
Gray, Freeman
Halfmann, Kate
Hyde, Lawrence
Hubbard, Russell
Mitchell, Henry
Mitchell, Jane
Nichols, Roy
Palmer, Kate
Smith, Charlotte
Tomlinson, Bessie
Tomlinson, LeRoy
Quamme, Annie
Robertson, Ada
Robertson, Elva
Robertson, Reuben
Wastrom, John
Wiley, Ernest
Wiley, Lulu

—22



Recapitulation.

NORMAL DEPARTMENT.

Advanced Course:

Post Graduates, - - - -	3	
Senior Class, - - - - -	15	
Junior Class, - - - - -	11	29

Elementary Course:

A Class, - - - - -	24	
B Class, - - - - -	55	
C Class, - - - - -	94	173
Total in Normal Department, - -		202

MODEL DEPARTMENT.

Senior Class, - - - - -	43	
Grammar Grade, - - - -	66	
Primary Grade, - - - -	22	131
Total Enrollment, - - - -		333

Graduating Class, May 28, 1889.

ADVANCED COURSE.

Bach, Christian	St. Cloud,	Minn.
Douglas, Helen L.	Moorhead,	Minn.
Felch, Caroline E.	Elk River,	Minn.
Fitzgerald, Elizabeth F.	Litchfield,	Minn.
McConnell, Jennie A.	St. Cloud,	Minn.
Mattson, Rebecca T.	Breckenridge,	Minn.
Nickerson, Mary E.	Elk River,	Minn.
Paddock, N. Ellen	Maine Prairie,	Minn.
Pattison, William T.	St. Cloud,	Minn.
Reiter, Henry W.	Rockville,	Minn.
Rich, Caroline E.	Monticello,	Minn.
Walker, Annie Bruce	Brainerd,	Minn.
Watson, John H.	Brooklyn Centre,	Minn.
Weyrens, John H.	Eden Lake,	Minn.

ELEMENTARY COURSE.

Adams, Eleanor E.	Crow River,	Minn.
Adley, Lafayette R.	Maine,	Minn.
Atwood, Erwin W.	St. Cloud,	Minn.
Carey, Eleanor W.	Falcon,	Mich.
Corbin, Floy	Little Falls,	Minn.

Hines, Jessica M.	St. Cloud,	Minn.
Hunt, Jessie B.	St. Cloud,	Minn.
Johnson, Addie E.	Johnstown,	Dak.
Morgan, Alpha N.	St. Cloud,	Minn.
Norton, Elizabeth E.	Stillwater,	Minn.
Shaw, Judson	St. Cloud,	Minn.
Tait, Elizabeth M.	Sauk Centre,	Minn.
Talbot, Anna J.	Berlin,	Wis.
Whitney, Sarah J.	Anoka,	Minn.



Circular.

CIRCULAR.

PLAN OF INSTRUCTION.

This school has been established for the training of teachers in all that pertains to the organization, instruction and government of schools. To this end the departments of instruction are:

I. ACADEMIC.

The necessity for this department is made apparent by a consideration of the following facts:

Teachers, consciously or unconsciously, imitate their instructors in their methods of work. More especially is this true if they have been educated in those schools where no particular attention is paid to methods of imparting knowledge. Such pupils go forth with no awakened thought upon the importance of correct methods, and with all their attention fixed upon the matter to be taught; they consequently repeat what they have seen, both as to the art of instruction and the management of the school. Nowhere is the maxim laid down by Knight more true than here. He says, "Imitators copy their originals in the inverse ratio of their merits, adding as much to their faults as they detract from their virtues."

The academic work is done with a thoroughness possible only to those schools having strong faculties and ample equipments. A view of the elementary subjects is given which makes them as fresh to the student as new branches. They are taught not as to children, but to men and women.

In science the most advanced methods are pursued with all of the advantages of a fine laboratory and excellent apparatus. In mathematics and in English the practical value of the work is kept constantly in view. When there is added to the more strictly academic studies the liberal training in mental philosophy and other pedagogical subjects included in the courses of study the student has a substantial preparation for any vocation. So that the young man or woman, who may not desire to make teaching a life work will find himself possessed of a thorough education when he has finished the two years of teaching required by the state for the free tuition offered at the Normal School—a thoroughness of discipline and command of all his powers that will enable him to compete successfully in any business for the prizes of life.

The schools from which the Normal School is supplied with students cannot send forth those who are thoroughly prepared in the subject-matter of the various branches as long as it remains even approximately true that not more than one in five of the teachers in these schools has any special training for his work. While it is theoretically desirable to confine the work of Normal Schools to strictly professional subjects, the idea is not yet realizable in fact. This is the experience of all Normal Schools and has been so for fifty years.

The child asks concerning the world about him, "What is it?" The primary and intermediate schools answer by bringing him in contact with things. The youth adds a thought and inquires, "How is it?" The high school replies by bringing things into their relations, thus introducing the scientific aspect of the world. The man asks, "Why is it?" The college makes answer by carrying the inquirer out to the philosophic ground of the objects of thought. The Normal School is neither one nor all of these. But as it must fit adult minds to teach the various grades, from the child to the man, it must deal with these several aspects of knowledge. Thus does it require of and impart to its pupils a breadth of culture in a department of thought quite as important as that covered by the college, or any technical or professional school.

This makes it necessary to give special attention to the various branches of the common school course. They need to be known not only as to fact, but alike in their scientific and philosophic phases.

2. PROFESSIONAL.

The artisan must study the quality and capacity of his material. He who trains mind must acquaint himself with its peculiarities, its laws, and conditions of development. Hence the pupil is given a thorough course in Mental Science, upon which is based a full course in Methods of Teaching. The trend of this work may be seen in the Courses of Study. For the teacher, not only must the various mental and moral powers become known as objects of thought, but he must be made acquainted with the method of *training* them, of calling them into proper exercise at his

will. As the musician plays upon his instrument, so does the teacher need to control the intellectual, emotional and volitional powers of his pupil. Methods of Teaching are not, as has been conjectured, a training to formal and mechanical plans of hearing lessons, but an application of known laws of mind to instruction in the various branches. They are quite as much a part of the *scholarship* of the teacher as Physiology is a part of the learning of the physician. The subjects of School Organization and Government; the Science of Education, in which the philosophic basis of educational theories and systems is carefully sought out; the History of Education, involving, besides a general review of the subject, a careful study of the work of such men as Sturm, Loyola, Comenius, Rousseau, Locke, Pestalozzi, Froebel, Bacon and others, are included in this department.

3. PRACTICAL.

But the training of teachers would be very incomplete if it should stop with the two departments before mentioned. Just as a medical college must have its hospital and daily clinic, so must a training school for teachers supply the opportunity for putting their professional knowledge to the test. This is offered in the Training or Model School in conjunction with the Normal School. Here the pupil is set at the actual work of teaching, and is required to exemplify the most approved methods in all of his work. He is not allowed to imitate blindly what he may have seen, nor is he allowed to follow out without thought the methods he may have been taught; his work is neither experiment nor is it observation, but *bona fide* teaching, just as in the hospital

the practitioner gives actual medical or surgical treatment to his patient. To this end each pupil of the third and fourth years of the course of study is set at work in the Training School where he *teaches for months.* He is encouraged to be original and self-controlled in all of his work, being held responsible for results. His work is daily observed by trained specialists, who direct his attention to his faults in government and instruction, and who help him in preparing his work. This plan insures the most rapid improvement in the pupil-teacher, and likewise rapid progress in the pupils whom he instructs.

The work of teaching does not mean "observation of the teaching of others," but is in addition to this. No medical college would expect to make skilled surgeons in a fortnight or even a month by having a student dissect a hand or foot only, spending one lecture period daily, and at the same time require the student to attend lectures on history, mathematics, language and architecture. Practice teaching to be most efficient must be untrammeled by student work in other subjects, and must be continued long enough to reveal and correct faults and to establish right habits of instruction and discipline.

COURSES OF STUDY.

There are two Course of Study, the Elementary and the Advanced. The Elementary Course comprises three years, the Advanced Course four years. Both courses recognize the necessity of a broad culture in the teacher, and accordingly extend the work over as large a field in science, liter-

ature and art as time and thoroughness of work will allow. It is the settled policy of the school to raise its standard of admission from year to year, until the time shall come in which all students can devote themselves wholly to professional work. The schools of the state do not demand that teachers shall be trained in any shorter time than at present, but they need those who shall begin their training with a more thorough academic foundation. The Elementary Course amply qualifies teachers for primary and grammar grades; the Advanced Course for the duties of the higher grades.

While it is presumed that a student coming to us with a diploma or certificate from another school is master of the subjects covered by it, he is held responsible for such mental ability to master new subjects as his previous course of study would indicate to be reasonable. He is also expected to seize, with a true scholar's love of knowledge, upon every opportunity for review which he may find, with the full understanding that his record here is to be the standard of our estimate of his fitness to teach. His credentials admit him, but they must be verified by his ability to do the work of the course.

The following Courses of Study for the State Normal Schools of Minnesota, were adopted by the State Normal Board at its meeting held May 11th, 1888:

COURSES OF STUDY--NORMAL DEPARTMENT.

ELEMENTARY COURSE.

FIRST YEAR.

Drawing.
Language—including Syntax, Composition and Word Analysis.
Arithmetic and Algebra.
Physiology.
Penmanship.
Geography—to include Physical, Mathematical and Political.
Botany.

SECOND YEAR.

Psychology and Methods.
Botany or Algebra.
English History or Latin.
United States History.
English Literature or Latin.
Book-keeping.
Civil Government.

THIRD YEAR.

Elemental Principles of and Methods in { Arithmetic. Grammar. Geography. Reading.
Physics.
Chemistry.
Psychology and Practice.
Moral Philosophy.
Geometry.

ADVANCED COURSE.

JUNIOR YEAR.

Elemental Principles of and Methods in { Arithmetic. Grammar. Geography. Reading.
Chemistry or Latin.
Physics.
Psychology and Practice or Latin.
Moral Philosophy.
Geometry.

SENIOR YEAR.

Latin.
Geology.
History and Science of Education.
Practice.
English History and Literature.
Astronomy.
General History.
Drawing.

PROFESSIONAL COURSE.

Methods.
Psychology.
History and Science of Education.
School Economy.
Practice.
Elemental Principles of and Methods in { Arithmetic. Grammar. Geography. Reading.
Drawing.

Exercises in Vocal Music, Elocution, Essay Writing and Spelling will be maintained throughout the Courses of Study above described.

NOTES ON THE COURSES OF STUDY.

At the beginning of the second year a student who elects Latin, instead of English History and English Literature is enrolled in the Advanced Course and passes through the Junior and Senior classes to graduation. If he does not take Latin he passes through the second year into the third of the Elementary Course.

FIRST YEAR.

Drawing, Language, Arithmetic and Algebra and Geography continue during the entire year. Penmanship, Botany and Physiology for a shorter period, Physiology the first and third quarters, Penmanship the second quarter and Botany the fourth.

SECOND YEAR.

In the Advanced Course Psychology and Methods and Latin continue throughout the year. Botany in the first quarter (this work is in structural Botany with microscopes), United States History the second and third quarters, and Book-keeping the third.

In the Elementary Course the work is the same, except that the subjects of English History and English Literature are taken in place of Latin.

THIRD YEAR.

In the Advanced Course Latin continues through the year. Physics, Geometry, Psychology and Moral Philosophy for the first and second quarters, and the consideration

of the Elementary Branches for the third and fourth quarters. This latter feature has proven to be a great step in advance in our work. It provides both in the Advanced and Elementary Courses the opportunity for needed review before beginning practice, a review especially valuable to the graduates of high schools. It also enables us to present the Elementary Branches from the vantage ground of an intelligent appreciation of the laws of thought.

In the Elementary Course the work consists of *one* quarter review in the elementary subjects, with Chemistry instead of Latin, the other subjects remaining much the same as in the Advanced Course for this year. The quarter gained in the Review is devoted exclusively to Practice-teaching.

NOTE—The attention of the student who examines this Catalogue with a view of attending a Normal School is especially directed to the last point. By common consent of the leading educational men of the country, the Practice-work is regarded as incomparably the most valuable part of a course of training, the central point and great essential of all professional training.

FOURTH YEAR.

This year is the last of the Advanced Course. Latin and English History continue throughout the year. With the exception of two recitation periods the first term is devoted to practice. The other term is divided up among the various subjects of the course.

THE PROFESSIONAL COURSE.

This Course is of special interest to graduates of high schools and colleges. It consists of the strictly pedagogical branches, with practice teaching and a review of the Ele-

mentary Subjects from the *teaching point of view*. The work covers the following ground:

1. A Course in Psychology.
2. A Course in Methods.
3. A Course in History of Education.
4. A Course in School Economy.
5. A Course in Science of Education.
6. A Course in Practice Teaching.
7. A review in each of the subjects, Arithmetic, Geography, Grammar and Reading.
8. A Course of Lectures on the Kindergarten, its methods and place in a system of education.

This Course is open to any person having the necessary preparation for it. It may be completed in one year by those who have taken the full course of study in the first grade state high school, or its equivalent.

The diploma from the Advanced or Elementary Course will be granted according to the degree of entrance preparation.

SPECIAL ATTENTION is called to the Courses of Study for the following reasons:

1. It is a distinct recognition of the fact that the work of Normal Schools should be professional rather than academic.

2. An examination of the Courses in their arrangement and extent will show that a large amount of professional work is provided. Notice that Mental Science, which all recognize as the only scientific basis of the art of teaching, is placed in the second year, before methods of teaching the various branches are begun. This gives a broad foundation of principles which become governing laws in the acquisition of the art.

In addition, the subject of the History of Education is given a prominent place. The class use Compayre's text complete, with much collateral matter drawn from other sources. The principles and practices of the world's great teachers are carefully sought out and their formative power in the art and science of education is made known.

The Science of Education is taught mainly by lectures. Bain's "Education as a Science," Payne's "Contributions to the Science of Education," and Rosmini's "Method in Education" are used as texts.

In the third year time is given to an advanced course in Mental Science. In this course more especial attention is paid to the Intuitions in their relation to Sense-phenomena, with a view of showing the true limitations of the objective or perceptive element in knowledge. In both courses the class use Dr. Schuyler's "Empirical and Rational Psychology" as a foundation, with much additional matter. Constant reference is had to three things: First, that since every man's practices and beliefs grow necessarily out of his philosophy or lack of philosophy of a nature of things, the student must be given a firm footing beyond the reach of skepticism; second, that he shall learn every truth with a view of determining the mental states involved in its acquisition in order that he may secure these in his pupils; and third, *a branch of study is known from the teaching point of view only as its facts are recognizable as data in the Science of Mind.* An operation in addition is as truly a fact in psychology as in arithmetic. The proper teaching of the science of pedagogy reveals this to the teacher. The *teacher* must know not mental science *and* arithmetic but mental science *in* arithmetic.

A course of lectures on the organization, government and instruction of the school, under the general name of School Economy, gives the student the controlling principles of successful school management.

A full half year is given to the subject of detailed Methods of Instruction in the branches which involve the elements of knowledge. These are not cut and dried formulas of "our ways of doing things," but a careful application of the laws of mind to the arrangement and grading of work, to the art of questioning, to the acquisitive and elaborative processes, and to the recitative or reproductive states of knowledge.

In addition to this course in Methods, a careful review during the third year is given to each of the instrumental and elementary subjects. These subjects are called "instrumental" because they become the means or instruments whereby the mind increases its conquests in the domain of truth; they are called "elementary," not at all because they are easier of mastery, but rather because they include the thought-concepts, the elements, which the soul combines into ever new and ever widening relations in its further progress in knowledge. These branches thus become all inclusive when treated as professional subjects by the teacher.

Finally, a full half year is given, following all of the above preparation, to practice-teaching in the Model School. This work is done under the immediate supervision of the best trained talent with a view of aiding the student to intelligently apply the laws of mind in the actual work of the school room. It is thus not blind experimentation, trusting to "luck" that somehow the right way will at last be dis-

covered, or "hit upon," by experience, but it is scientific prevision and insight applied to work. It is work with a conscious purpose, with the advantage of a pre-formed ideal, and a definite knowledge of its conditioning laws. It is no more blind than is the work of a Faraday or a Tyndall in natural science. Every day's work is reviewed by the critics and those who have taught the children. In these *critiques* no time is spent in discussing unimportant details, but attention is concentrated upon the laws of mind that have been observed or violated. Daily reference is made to the best books on education to satisfy the demands of a broad philosophic basis of teaching. The works of Johonnot, Richter, Rousseau, Pestalozzi, Schuyler, Hamilton, Thring, Parker, Jos. Payne, W. W. Payne, DeGraff, Tate and others are made familiar by use at the moment when their help is of the greatest value, that is, when there is a felt want. This course gives much experience in a short time, as it is not the quantity but the quality of this element in knowledge which determines its value.

All of this professional work, being arranged as it is in its time-relations, gives a course which must commend itself to all who appreciate the trained teacher.

For a fuller explanation of the scope and character of the work of the school see the "Pedagogical Outlines," page 41.

SESSIONS OF THE SCHOOL.

There are five daily sessions of the school each week, from 8.30 A. M. to 12.40 P. M.

The hours of study are from 3.00 to 5.00 and from 7.00 to 9.00 o'clock P. M. daily, except on Friday evenings and Saturday afternoons. This arrangement divides the day into two periods, that from 8.30 A. M. to 12.40 P. M., during which time the students are engaged in recitation; and that covered by the study hours in the afternoon and evening. The strict observance of the latter period is of quite as much importance as the former. No pupil will be expected to absent himself from duty during either interval, nor will it be presumed that pupils are to be interrupted by callers or visitors during their study hours, any more than during the hours of recitation. As the spirit of the school is thoroughly loyal to this plan, any person feeling himself unable to comply cheerfully with these habits of work will not find this school congenial to him.

GENERAL EXERCISES.

Spelling, daily.

Rhetorical Exercises, daily.

Vocal Music, daily.

English Literature and Rhetoric and Written Examinations by all the classes, from 8.30 to 10.30 A. M. every Saturday.

This arrangement for examinations has been found to be very desirable, removing entirely the feeling of nervousness often engendered when several examinations are held during the same week. The plan so distributes the work that a pupil pursuing four subjects has an examination in each one once a month.

The Saturday classes in Literature and Rhetoric add greatly to the amount and efficiency of the work in the daily recitations in these subjects. It is cumulative in its effects, extending as it does throughout the three and four years without interruption. The students regard it with especial favor. It develops a taste and culture which the same number of lessons given daily would not produce. The classes study with leisure for reading full texts from many of the great classics. During the past year Homer, Shakespeare, Dante, Scott, Dickens, Irving and Longfellow have been carefully studied. The last year is usually divided between Homer, Shakespeare and Dante.

ADMISSION.

1. The essential qualifications, of which students should be well satisfied, are their physical ability and their natural adaptation to the teacher's profession.

2. For admission to the Elementary Course, candidates must be fifteen years of age. They must pass a creditable examination in Orthography, Reading, Grammar and Language, the general Geography of the World, and Arithmetic, equivalent to the demands for a second grade certificate

in these subjects. They must sign a *pledge* to teach two years in the schools of the state, unless prevented by circumstances beyond their control, and to report semi-annually to the President. The examinations are both written and oral—the aim being to determine the *ability* of an applicant, rather than a list of the facts he has at hand. Many persons who would pass a poor examination on questions of fact, may be the very strongest students, the most vigorous thinkers.

3. Graduates of High Schools and Colleges will be passed in subjects without examination, on the certificate of the Principal that they have already completed them with a grade of not less than 75 per cent.

Attention is called to the following resolution of the State Normal Board, adopted at its annual meeting in June, 1884:

Resolved, That in the examination of candidates for admission to the Normal Schools, second grade county certificates shall admit to the C Class. That the certificates of the State High School Board be accepted for the subjects named; and that graduates of the State High School Course be admitted to the Professional Course without examination.

It is therefore recommended that persons expecting to attend the school, especially those at a distance, take their county examinations for second grade certificates. The result will show them whether they can enter, and may save them the expense of a trip to St. Cloud. Besides this, the school is glad to have the co-operation of the County Superintendents in supplying their schools with trained teachers.

4. Students will not be received after the beginning of a term, except upon the most satisfactory excuse. Any who cannot be present upon the first day of a term should report to the President beforehand, that their absence may be understood. Neither is it expected that students will leave

before the close of a term, unless compelled to do so by circumstances beyond their control.

5. Students already entered in classes, and having no examinations to pass, are not required to be present the day of examination.

6. Examinations for entrance will be held on the first day of each quarter.

SUGGESTIONS TO APPLICANTS.

To determine your own fitness for admission to the school, ask, and be able to answer in the affirmative, the following questions:

a. Can I read fluently and with understanding?

b. Am I a good speller?

c. Can I write legibly?

d. Am I familiar with the use of the dictionary?

e. Do I understand the principles of arithmetic, and am I skillful in their application?

f. Do I habitually use, in speaking and writing, good English? Am I familiar with the proper use of capital letters, and the general rules for punctuation? Can I analyze correctly an ordinary English sentence, classify the parts of speech, and give their office and construction?

g. Can I name and give a brief description of the continents and principal countries of the globe, locate the principal mountain ranges, rivers and cities, and can I explain, with reasonable clearness, the changes of the seasons?

These questions indicate the subjects upon which the failures of applicants are most frequent. If you have been a careful student in the elementary branches, you should be able to answer these in the affirmative, for this is the work for which the grammar and ungraded schools, and not the Normal School, should be held responsible. Every negative or doubtful answer will diminish the probability of your admission. The time spent on more advanced studies will be of little value to you, as a preparation for the work of the lower classes.

Obtain a letter from your County Superintendent, if possible, introducing you to the school. This will be all the recommendation you will need.

Bring with you, as useful for study or reference, all the text-books you have.

Students must come fully prepared to give their undivided attention to the work of the school during the entire term. The demands of school are so pressing that students cannot be permitted to engage during term time in any employment or pleasure—as taking private music lessons or attending parties or other entertainments—which is not directly connected with their work.

DISCIPLINE.

In a Normal School there should be no need of referring to the matter of discipline. Only those should come, or be admitted, who have well-formed, correct habits. This is not in any sense a reform school, and young gentlemen or

young ladies who are not disposed to submit willingly and cheerfully to all the wholesome restraints found necessary for the good working and good reputation of the school, will be unhesitatingly dismissed.

We are, in a measure, responsible to the state for the character and acquirements of each pupil graduated from the school. This being the case, we are compelled to exercise the most rigid scrutiny in reference to both of these points. Offenses, that in a mere academic institution might be passed over lightly, are viewed rather as indicating the unfitness of the offender for taking charge of the training of the children of the state. In this way it sometimes happens that pupils are advised to withdraw from the school, or are even dismissed, when no very serious charges are brought against them; they have merely convinced us that they are not suitable persons to enter the profession of teaching.

TUITION.

Tuition is *free* to all students entering the Normal Department and who sign the required pledge to teach for two years in the public schools of the state.

To all not pledged to teach, the tuition is $30 per year.

In the Model School, $12 per year.

All tuitition is payable quarterly, *strictly in advance.*

TEXT BOOKS.

Text books are furnished free of charge in all departments of the school to those who pay tuition; other students pay a uniform fee of $1.50 per term for the rental of all text books needed.

A strict account is kept of any injury done to books and a charge made therefor.

Students are allowed to purchase their books if they prefer to do so. To all such, books are sold at the lowest wholesale rates.

THE MODEL SCHOOL.

This school includes pupils of all grades from the lowest Primary up to the High School.

In its organization, its management, and in all of its appointments it furnishes to the pupils of the Normal Department a model for observation and imitation. The very rapid and thorough progress of its pupils enables the practice teacher to see what may and ought to be accomplished in any good school. A general view of the course of study is presented in the following outline:

Arithmetic, completed.
Geography, completed.
Language and Grammar.
Penmanship.
Drawing.
Vocal Music.
Reading.
United States History.
Elementary Science:
- Botany.
- Physiology.
- Physics.
- Natural History.
- Physical Geography.
- Mathematical Geography.

Algebra.
Geometry.
Book-keeping.
Literature.
Latin.

The entire resources of the Normal School in the way of apparatus and all educational appliances are used in the Model School. Its pupils have the full benefit of the museums, physical apparatus and laboratory.



Pedagogical Outlines.

PROFESSIONAL WORK.

GENERAL PRINCIPLES.

All work done in the school is professional in the sense that subjects are taught scientifically. Each subject undergoes rigid analysis by the teacher, often by the entire faculty with a view—

(1.) To determine its precise education value.*

(2.) To determine the objective point, that is, the point, the gaining of which secures to the student a view of the subject in all its relations.

(3.) To determine what facts condition that point.

(4.) To arrange these conditioning facts in the order in which they must be acquired.

The result of the employment of this method of investigation has been to secure the following advantages:

(1.) The unity of the subject taught.

(2.) A gain in time, in that the teaching of details gives place to the teaching of main laws and conditions.

(3.) Greater freedom in the order of introducing subjects. Facts of one subject which condition facts of another subject are taught where they belong, without regard to precedent.

(4.) The united force of the faculty has been brought to bear upon the students in impressing the value of method.

*Note.—The analysis of education values which now seems to me valid, is as follows:

Education Values—
1. Practical { Direct. / Indirect.
2. Disciplinary.. { Specific. / Tonic.
3. Culture.

W. H. Payne.

PSYCHOLOGY.

By this subject is understood the science of knowing, feeling and willing. It has a relation to the mind of man, similar to that of physiology to the body. What are the processes, functions, laws of acquisition, assimilation and growth in the mental and spiritual world?

Psychology is the only subject offering any solution to the problem of education.

No school can give a thorough training to teachers that does not make much of this subject.

The subject when properly taught, is not more difficult than others. Even if it were, this could be no reason for not studying it.

None decry it who know anything about it. It is the study of man, and has engaged the mind of a Plato, a Kant, a Fichte, a Hamilton.

All educational practices must stand or fall from their relation to the data of psychology.

The subject does not consist of the accumulated and often contradictory opinions of authors of books, but of facts observable at first hand and the deductions therefrom by the pupil himself. Text books in this subject as in any other are good guides, but "hard masters."

The student should and does find this subject, with its branches, History of Education, Philosophy of Education, Moral Philosophy, and Method, the most charming and inspiring in the course of study.

ILLUSTRATION OF A SINGLE TOPIC.

NOTE.—It is impossible to make an outline in a subject mean anything in particular, owing to the wide variations in the use of general terms. The following illustration is therefore given as a kind of specimen of one of the many things a study of psychology ought to do for a student.

All judgments may be considered either as contingent or necessary.

No judgment is entirely one's own until the ground of its validity is clearly apprehended.

A contingent judgment is a generalization from experience. It is a result reached by induction and contains nothing more than the instances subserved and results in nothing more as "mental furnishing" than a tendency toward belief. The contrary or contradictory of the judgment may be found true at any time. Evidently in acquiring this class of judgments, and it includes probably nine-tenths of all our judgments, the aim of the honest, well-balanced mind will be to multiply instances

in experience to the fullest practicable limit in order to remove the judgment further and further from uncertainty.

A necessary or pure judgment is one also related to experience, but in a radically different way. Experience furnishes the instances, but the validity of the resulting judgment is intuitively seen by the insight of reason. The moment the soul awakes to the act of intuition no further instances are needful, nor can they in anywise affect the judgment. The mind rests in an absolute and pure generalization.

Evidently in acquiring such a judgment the reflective mind will see the new element in the thought process. The mathematical, many scientific, moral and religious judgments are of this class.

The teacher must be able to discriminate between the two classes of judgments in order to properly apportion the experimental element in learning, about which there is so much controversy. To know how to teach properly the two judgments: "All men are mortal" and "Every event has a cause," is to know how to teach. The proper use of objects in teaching—true objective work—forms of thought in the constructive or representative faculties, "thinking in things," "abstract and concrete," are all seen when once the true nature of a judgment is understood.

THE STUDY OF METHOD.

This takes the form of the study of elementary subjects, arithmetic, geography, grammar, and reading. The student acquires the ability to determine the education values of these subjects, to select their main laws and to arrange their conditioning facts in the order of dependence and of acquisition. The knowledge of method thus gained enables him to deal in the same way with any other known subject, because the fundamental subjects contain the elements of all knowledge.

The tools of the teacher: questioning, devices, etc., are made familiar during this investigation.

Time is also devoted to the preparation, observation, and criticism of actual lessons given to children.

TRAINING.

Skill in teaching can be gained only by practice.

Although the class in training exhibit a great variety of individual faults requiring specific treatment, yet the general trend of the student's progress may be pointed out.

FIRST STAGE.

The unhappy apprentice who discovers that he is only wasting good material.

The belief that giving pupils many facts makes them wise, exists in the heart of every one who does not know how to teach. This belief is openly gloried in by the one who has taught for years, while it is carefully hidden and denied by the young novice fresh from methods and educational works, and with educational cant upon his lips. This belief disappears in the first stage of training, the student being led to see his mistake by being made to investigate the results of his own teaching. The uselessness and the evil tendency of such work are apparent as soon as he has learned to apply the proper tests.

Simultaneously with the belief disappear its necessary consequences, lecturing, useless questioning, questioning which gives the idea, promiscuous cramming, "hearing recitations," and delight at the number of facts pupils can give on examinations.

SECOND STAGE.

The man who has discovered what good work is, but who manages tools awkwardly.

At last the tendency develops to seek the idea in the mind of the pupil as the basis of all that is to be done. Here is a glimpse of better things with no very sure command of the means of realizing them, but the teacher is facing the right way and is in a very hopeful condition.

THIRD STAGE.

The skilled workman.

Lastly comes the power not only to select the right tool, but so to adjust its use to the end sought that work is done easily and skillfully.

No incidental criticism effects this transformation. Months of actual teaching under guidance are necessary.

OUTLINES OF THE ART OF TRAINING.

"*Training is knowledge realizable in practice with the quickness of an instinct.*"—BAIN.

GENERAL METHOD.

Ideas of each principle are first developed, then the principle is applied in the practice of the art, until both art and science are perfected by their natural reaction upon each other.

I. The art of analyzing subject-matter and arranging its elements in a logical order, and in an order in which the mind of the learner is capable of receiving it.

NOTES.—(1) Text-books analyze subject-matter and arrange it in logical order, but seldom is the order in detail one in which the mind of the learner is capable of receiving it; hence the necessity of the teacher's possessing the art of such arrangement.

(3) If the text-book should attempt to do this work for the teacher, it could only present a "cut and dried" plan fitting a supposed but never an actual case. The teacher must be prepared to originate arrangements adapted to minds of varied capability, having varied training and possessed of varied previous knowledge. No two situations are alike. Hence this art is absolutely necessary to good teaching.

PRINCIPLES.

1. The faculties of the intellect must be appealed to in the order in which they can act; perception, memory, imagination, conception, reasoning.

Still the mind must be exercised as a unity, and not as a "bundle of detached powers."

2. The idea precedes the term: objects before names, thoughts before sentences, knowledge before definitions, real things before their symbols.

Again, "Presentative or intuitive consciousness of an individual object, be it thing, act, or state of mind, immediately present here and now, must precede symbolical consciousness."

3. An order of dependence must be followed.

4. The concrete precedes the abstract.

5. Generals can be gained *only* through a consideration of particulars. First induction, then deduction.

NOTE.—Symbols, general and abstract truths are *nothing*, unless they suggest the real thing, the particular, the concrete. "From nothing, nothing comes."

However, minds possessed of sufficient experience to suggest some of the underlying particulars of a general abstract truth, are greatly strengthened by being presented with its mere form and required to furnish for themselves the particulars necessary to its full content or its verification.

This is no violation of the principle. The general truth is not grasped until *after* the investigation of particulars.

Ideas of terms are filled out in the same way even by children. "Children generalize with few particulars, and then rectify results."—*Taine.*

Hence we have the following principle:

6. The outline should precede details. The indefinite precedes the definite.

7. Knowledge should precede rules. Rules should precede anomalies and exceptions.

8. An epitome systematizes knowledge, and should come *after* it.

9. Proceed from the physical to the mental. Perception of material objects precedes reflection.

10. Proceed from the empirical to the rational.

11. "Every science is evolved out of its corresponding art." The art is in its turn perfected by the science.

12. The individual whole should first be taught, then analysis of the individual into elements, then synthesis of those elements to reform the individual.

13. The individual whole should first be taught, then synthesis of individuals to form classes.

14. First analysis, then synthesis of imitation, then synthesis of invention.

15. Proceed from the simple to the complex.

NOTE.—A simple whole in nature may be found upon analysis to be exceedingly complex. The idea of it as simple should precede the analysis and subsequent synthesis, which result in the idea of it as complex.

16. The unknown should be based upon the known, the connecting links being clear and definite.

17. "The consciousness of difference is the beginning of every intellectual exercise."

18. "Connection of contrasts pervades every step in the growth of an idea."

19. Uniform arrangements facilitate acquirement.
20. The affirmative should precede the negative.

II. The art of arousing the self-activity of the pupil.

PRINCIPLES.

1. What the pupil acquires without aid is more his than it else could be.
2. It is what the pupil does for himself which strengthens his powers.
3. Self-activity is roused by interest.
4. A clear understanding of a subject produces interest. (Hence see principles under I.)
5. "Instruct in such a way that an interest may awake, and remain active for life."

III. The art of impressing what is taught.

PRINCIPLES.

1. One step must be thoroughly mastered before taking the next.
2. "He who knows one thing thoroughly, knows potentially much more."
3. Concentration is necessary to retention.
4. "The revivability of past impressions varies inversely as the vividness of present feelings."—*Spencer.*
5. "Of good heed-taking springeth chiefly knowledge."—*Ascham.*
6. "Practice makes perfect."
7. "Repetition enables the mind to grasp all the manifold ramifications and connections of a piece of knowledge which elude the mind in the first effort of acquirement."
8. Reason should assist memory.
9. Visual feelings are of all feelings most easily reproduced in thought.

IV. The art of cultivating intellectual power.

1. Power acquired by learning lasts longer than the thing learned.
2. The mind is formed by being furnished.
3. Faculties must be cultivated in the order in which they will act.
4. Faculties are developed through the performance of those functions which it is their office to perform.

5. The mind *as a whole* admits of cultivation at every step of development.

6. The strength of any faculty, and the desire to exercise it, are great according as it has been more or less called into activity.

7. The excessive use of one faculty may compromise the power of another.

8. Exercise of powers must be gradual and continuous.

9. The directive and executive faculties are interdependent. The higher the grade of intellectual work, the greater is the dependence.

10. Easy or monotonous exercises injure the mind. Drudgery may stultify the intellect.

V. The art of cultivating the power of expression.

1. Ideas are classified and thoughts made clearer by being expressed. "Every time we say a thing, we get a mechanical advantage in detaching it well and deliverly."—*Emerson.*

2. The ground of all sound knowledge is to understand the meaning of the words that are in your mouths all day long.—*Socrates.*

3. Ideas precede terms, etc. (See second principle under I.)

4. Terms are largely arbitrary. They require to be associated with what they represent.

5. Loose habits of expression create loose habits of thought.

6. Loose habits of expression create the habit of untruth.

7. The possession of words without ideas is like the possession of vast sums of inflated currency. There is a false appearance of wealth; hence the cultivation of conceit. Knowledge of real things cultivates humility.

8. Nothing injures literary style so much as the gaining of words without ideas. "Fill your head with words, and when you get an idea fit it to them. This is the common method, prolific of famished intellects and starveling expressions."—*Whipple.*

VI. The art of cultivating executive powers.

1. The brain is developed through appropriate exercise of physical organs.

2. If due proportion is maintained, muscular power or skill and intellectual power may be acquired at the same time better than each separately.

3. Manipulation of materials corrects superficial ideas derived from words, and prevents conclusions from narrow premises.

4. "Skill to do comes by doing; knowledge comes by eyes wide open and working hands."—*Emerson.*

5. "A pencil is a good microscope."—*Agassiz.*

6. The habit of exactness, hence the moral habit of truth, is cultivated by industrial training.

VII. The art of cultivating moral powers.

PRINCIPLES.

1. "Life is kindled by life; hence the highest in children is roused only by example."—*Richter.*

2. "Omit negative propositions; nerve us with incessant affirmations. Don't waste yourself in rejection, nor bark against the bad, but chant the beauty of the good."—*Emerson.*

3. A good or bad habit scarred into the brain pours forth its results almost spontaneously.

"The reiterated choice of good and evil gradually determines character."—*G. Eliot.*

4. For every character, no matter how low its moral plane, there is a possible easy step upward.

5. Order, neatness, beauty of surroundings, discipline, are means toward a moral effect.

6. Injustice and unkindness arise chiefly from incapacity for "imagining ourself to be somebody else"; hence cultivate sympathetic feeling.

7. Moral training should be gradual and continuous. It is as impossible morally as it is intellectually to pass from one grade of power to another without passing through the intermediate steps.

8. The order of moral development is, first, quick, vivid feeling; second, sound judgment; third, right action. These, however, act and react upon each other.

9. The moral power of a child must develop before it becomes the moral power of an adult. To expect of the child the moral power of the adult is to discourage so as to prevent growth, or to force an unsound development.

10. A wrong thing done lessens the power to do right; hence compulsion may be useful in useful negative results.

11. Positive increase of moral power can arise only through self-control.

12. Not the pupil's feeling toward the teacher, but the teacher's feeling toward the pupil, is significant.

13. To scorn another is to be incapable of rendering him moral assistance.

14. The sunshine of happiness is necessary to healthy moral growth. Continued unhappiness breeds moral disease.

15. Intellectual work and industrial work have much to do with the habit of truth.

NOTE.—Any study, such as natural science, which demands of the learner accurate descriptions of personal observations, tends to cure the habit of exaggeration. Any manual labor which must be done exactly, to be right, tends to cultivate the habit of truth.

VIII. The art of economizing power in the school-room.

PRINCIPLES.

1. The secret of thrift is knowledge. Knowledge of the laws and nature of an art enables you to work at it easily, surely, rapidly and successfully.—*Kingsley.*

2. Secure the "greatest good to the greatest number."

3. The more concentrated the teaching, the more comprehensive and efficient the instruction.

4. "Learners should not do with their teachers what they can do by themselves, in order that they may have time to do with their instructor what they cannot do by themselves."—*Marcel.*

5. More excitement than is necessary to impress the point is wasteful. A brilliant experiment may be the least instructive.

6. It is wasteful to spend much time and power in cultivating a mind in a direction in which it is *radically* defective.

7. Concentrate the beginnings of knowledge. After the fire has caught you may trust it to spread of itself.

8. Method without flexibility, which ceases to be a means and becomes an end, is a hindrance rather than a help.

9. Intelligent method is one of the most powerful instruments of human labor.

10. The measure of information is not what the teacher can give, but what the child can receive.

IX. The art of cultivating æsthetic power.

PRINCIPLES.

1 We learn to love order and beauty by seeing it, to appreciate music by hearing it, etc.

2. We learn to appreciate the beautiful by attempting to produce it.

3. Much attention should be paid to the function of discrimination in the cultivation of taste.

X. *The art of awakening a sense of the humorous.*

AIM.

1. To enliven dull routine.

2. To create vivid associations, thus aiding retention.

3. To enable pupils to detect resemblances between widely different objects.

4. To furnish a source of happiness.

5. To promote discipline by breaking up a bad spirit, and creating a cheerful atmosphere.

PRINCIPLES.

1. He who promotes the happiness of a little child for half an hour is a fellow-worker with God.—*Dwight.*

2. "Wit is a peculiar form of reason."

3. "One witty saying soon doubles itself."—*Page.*

LANGUAGE.

The latest and best works on Language show a strong tendency in two directions: First, to regard grammar as a science and therefore to adopt a scientific method in pursuing it; Second, to distinguish more clearly between the study of language as an art and as a science, and to recognize that rhetorical skill, or the power to use language effectively, is something other than a knowledge of grammar and so to be reached by a widely different method.

Language is a means of expressing thought. It is, then, an instrument. Language has a structure which has been determined by the laws of thought. Then some knowledge of the laws of thought is necessary to an understanding of language structure.

Therefore language opens two distinct fields for investigation: First, the study of its structure leading to a knowledge of its laws—a philo-

sophical and reflective study; Second, the study of language as an instrument for purposes of communication—a highly practical study. The first makes language a science, the second, an art.

RHETORIC.

In this work, we study language as an instrument.

As in the workshop the mechanic learns to master his art by using its tools and materials, so in language the student who would acquire skill must do so by handling language materials. This work aims to give the pupil, at the beginning of his course, a mastery of English which will enable him to use it skillfully and unconsciously in the expression of his thought.

The sentence is the unit of language; a complete mastery of the English sentence means the acquisition of skill in using the language.

Pupils are given work in the analysis and synthesis of the sentence. They are required to handle every variety of sentence material and to build the sentence into every variety of form. Work in combining, transposing, and transforming the elements of the sentence is given. Creative, as well as analytical power is called out. Through this practice the pupil becomes familiar with the essential elements of style. He also comes to see the logic of language as depending on thought relations.

Next the word is studied. The student is led by the direct study of the word and by practice in the discriminating use of words to an appreciation of word values. He learns to detect fine shades of difference in words, to recognize authority in the use of words and he learns something of word-making.

The figurative use of words is studied and the leading figures of speech examined with a view to an appreciation of their structure and of their power in expression.

The last part of the work is given to a review of Grammar with a view to prepare the student for work in Literature and the study of Grammar methods.

Continued practice in composition is given during the entire course, each pupil's work receiving the personal attention of the teacher. Varied exercises are given in writing reproductions, descriptions, narrations, simple biographical and historical sketches and in paraphrasing, etc. Some work in literature is made the basis of this composition study, so that classic English models in literature are kept before the students here as in the Saturday morning class.

LITERATURE.

Realizing the high culture value of this subject and that it presents a field for study adapted to all ages and every grade of ability, realizing too, that literary taste and discrimination come only with literary habits, we begin this study when the pupil enters school and continue it during the entire course.

The sources of Modern Literature are far back in the Classic. In order to understand Modern Literature, a pupil must know something of the few great works which have influenced thought in all ages. In our study then, we select from any source—American, Greek, English—works that are best adapted to the end in view.

All the students are organized into classes that meet their teachers every Saturday morning for the study of Literature and for composition work growing out of that study. The first and second year classes read from American and English authors that are best adapted to their needs, in giving variety to work and direction to taste. The third and fourth year classes take up the study of the drama and the epic. In the last two years these classes have studied Homer, Dante and some of Shakespeare's plays.

In this way our students begin to form what we hope will prove to be life-long habits of well-directed reading. This work, together with the year given to the study of English History and Literature as a daily recitation, an outlook over the general field is gained. Best of all the pupil finds here models of English. He learns how to use English well by seeing how the masters have used it; thus he gains much in the formation of his own style.

ENGLISH LITERATURE.

Literature is a subject pre-eminent in its culture value.

Power to read well, to know how to approach a work intelligently, to see it comprehensively and to see much in its pages, means power of life-long growth.

Such power supposes an analytical ability in approaching the printed page, ability to see a work comprehensively in its unity, and lastly ability to look over a large field and see great works in relation, to see an age or a period as a whole, and to see the history of that period in connection with its literature. This supposes on the part of the student a fair knowledge of history, personal acquaintance with the great works of literature and training in close discriminating reading.

Our course in Literature is preceded by a twenty-weeks' study of English History. The students can thus more readily appreciate the national character in its literature and see the intimate relation between the nation's history and its literature.

The students have the text put into their hands, thus they come to know a work by actual contact with it. Best of all, the habit of close, careful reading is induced, authors are compared so that a better appreciation of individuality and style is gained, sources of literary material are found, the leading subjects that have enlisted the mind of man are seen, and the relation between our national literature and the classic is felt.

The preceding work in Rhetoric prepares for this work in giving the pupil power and discrimination in approaching language forms. The literature work also supplements the work in Rhetoric by placing before the student the great forms of prose and poetry, and leading him by direct observation to a knowledge of the laws which govern their structure.

METHODS IN GRAMMAR.

The study of any method of teaching a subject supposes a knowledge of the elements which constitute that subject; it also supposes on the part of the learner such a knowledge of mental science as will enable him to understand the processes of acquisition.

Grammar, like the sciences, offers a field of investigation and invites to a scientific method of procedure. Its field is language—its method observation, comparison, discrimination, generalization.

Language forms have no interest for the mind of man unless he sees in them the operating and formative thought. Conditions in the nature and history of man have determined the history of his language and the form of his words. Then some knowledge of mental processes and of the history of language is necessary to a rational consideration of its structure.

At the beginning of the course the student is invited to a consideration of the essential nature of language. He sees its relation to the active life of man, to his social life; he sees its relation to the mind, views the conditions for its production and reaches conclusions respecting its origin.

Next the general features of language-history are examined and the great changes which have taken place and are taking place in language are recognized and their causes determined. Thus the student becomes

familiar with the laws which govern language-history. Something is learned of the work which linguistics has accomplished and a general view of the Indo-European family of languages and the relation which English bears to it is gained.

The pupil discovers by examination the composite nature of English and the elements that have entered into it; he sees also the events that have operated as causes in producing the language and the forces that have furthered its growth. The Grammar of the language is examined. The structure of the sentence is studied and the operation of thought in determining its form and the use of its most important words is seen. The methods of making and inflecting words and forming compound elements are studied. Lastly, the subject is reviewed in the order of acquisition, and a careful examination is made into the means and special methods of treating the subject in its details for the various grades of pupils. The divisions of the subject, the art of correct questioning, the specially difficult points to teach, the common errors made in teaching Grammar, the aim and scope of "language lessons," are all discussed in the light of the best educational science on the one hand and the practical knowledge of the actual needs of the teacher on the other. The practice department enables us to catalogue with the accuracy of a scientist the principal points upon which teachers need help.

LATIN.

The Latin of the Advanced Course runs through three years, as follows:

B Class—Latin Grammar and Composition.

Junior Class—Cæsar and Cicero.

Senior Class—Cicero and Virgil.

Besides the mere ability to understand and translate a Latin sentence, the student receives benefit from the study in the following particulars, which though minor are nevertheless important:

1. From the study of grammatical forms better defined and more complete than those of most modern languages, he gets a comprehensive view of grammar as a whole, and is better able to appreciate and explain our own irregular and incomplete forms.

2. Latin opens the field for the study of the derivation, formation, history and character of the English language. It is impossible to make a careful study of the Latin without constantly observing and tracing derivations, similarities and differences in vocabulary, arrangement of

words and mode of expression between it and the English. This feature of the work is so marked that the Latin student is excused from several branches necessary to the students of the English Course.

3. The reading of the Latin authors gives him an acquaintance with classic writers which he could scarcely obtain from the perusal of translations. The force of the Latin, the style of the author cannot be translated; in poetry the meter can seldom be preserved. The student should feel in reading Cæsar, Virgil or any Latin author, that he is studying, not a school text-book, but a specimen of literature which from its merit has been preserved to this time and which is recognized as one of the sources of modern literature.

MATHEMATICS.

GENERAL FACTS.

Our course in mathematics differs from that of the academic schools in that we consider as of equal importance the method of thought involved in the problem and the fact taught by the problem. We are not content with a knowledge of the truth alone but demand a formulated knowledge of the method and order of its acquisition.

We aim never to "explain" to a pupil. There are certain conditions which will ensure the growth of a plant; the skilled gardener supplies these, he never attempts to do the growing for the plant and then stand for a model. If the pupil can be made to hold together in one act of thought the facts upon which a new truth logically depends, the natural action of the mind will force him to a recognition of that truth. Herein lies the opportunity of the skilled teacher.

We use mathematics as an instrument in awakening the soul to the knowledge of pure truth. Man never enjoys his strength nor rightly uses it until he is conscious of possessing it. The real grasping of the notion that there is a various though perfectly exact unity and plurality in quantity marks the birth of many a mind. "If I find a man who can see unity and plurality in nature, him will I follow and walk in his footsteps as if he were a God."—*Socrates.*

The method for the teaching of arithmetic, algebra and geometry depends upon what we consider the sphere of each to be. A number is a

number of things, hence all operations in number should have for their basis imaginative pictures. No person knows a process in arithmetic until he is able to verify it by properly "concreting" it.

Algebra is contradistinguished from arithmetic in that *relations* are more essentially objects of thought. We determine an orderly arrangement of truths regarding these relations and only care for material objects as they furnish us a basis for these relations and material out of which to construct problems which shall serve as exercises. In order that we may the more easily render this kind of truth universal, we adopt a new notation of which it is predicated at the outset that it applies to any and all magnitudes and will remain thus general until there enters some modifying truth which is not universal. Hence our conclusions when quantity is known and universal are *formulæ*. Thus algebra is pre-eminently the *science* of the *equation*.

Geometry is essentially analytic, even in the method of the discovery of its truth. Certain things may be supposed to be true or even known to be true as far as measurement may be relied upon, yet these conclusions must be analyzed and be resolved into one or more sub-propositions, and so on, until they are seen to rest upon pure truth. It is here that accuracy of instrument or adequateness of material cuts no figure, so long as the thought relations are apprehended. Relations are actually known to exist between perfect material figures even though no such figures were ever constructed. Our pupils are taught to notice the reasoning as well as the thing reasoned out. We never demonstrate for a pupil, but train him to hold his conclusion even before he knows it to be truth, to discover what is necessary to its establishment, and to follow the line back to admitted data.

ARTHMETIC.

The arithmetical concepts are few, but out of their relations grow all operations in number. The mental processes involved in their acquisition and elaboration are the teacher's problem.

GENERAL PRINCIPLES.

1. Number is never realized except in things or in images of things.
2. We gain no knowledge of number from its representatives.

NOTE.—A great danger in the teaching of number is using symbols too soon and too much.

3. In teaching the relations of number, no number should be considered "abstractly."

NOTE.—If the number does not apply to something definite there can be no clear notion of the relation, *i. e.*, we cannot think except in products of the representative faculties.

4. All relations between numbers must be taught between numbers containing but few units.

NOTE.—The numbers being easily pictured allow the mind to concentrate its attention upon the relations. Whenever the relation between numbers is not understood we should recur to smaller numbers and establish that relation.

5. "A number is not known until it is known at least in its relations to all numbers less than itself." Hence measure numbers.

6. The notions of unity and plurality come simultaneously; the recognition of either involves the act of discriminating between them.

7. There is primarily but one operation in arithmetic, *i. e.* reduction.

NOTES.—(1.) Notation is a reduction of units of comparatively small size to a smaller number of units of a larger size, so that the number may be the more readily held in mind.

(2.) Addition and subtraction are each reducing numbers standing in a certain relation to one another, to one equivalent quantity. Multiplication is reducing one number whose unit value is another number, to a number whose unit value is one. Multiplication is reduction descending; division is reduction ascending. (See page 59.)

8. There is but one fundamental notion in arithmetic, *i. e.* of one number exceeding another. This, however, is amplified into five notions, dependent upon the five different points of view from which the numbers may be considered. These are, Addition, as $4 + 2 = 6$; Subtraction, as $6 - 2 = 4$; Multiplication, as, 3 of $2 = 6$; Division, by the divisor, as, how many of $2 = 6$; Division, by the quotient, as, 3 of what number $= 6$. (See page 59.)

9. Definiteness of expression assists in clearness of thought.

NOTE.—The teacher should never in an explanation allow a multiplier to be stated apart from the multiplicand. When quotient and divisor are both known, they should always be given together, the quotient *must* be stated first.

10. A child's conceptions of number are best gained from one class of objects.

NOTE.—Objects of different kinds confuse if given before the relations are thoroughly established.

11. Use objects to teach operations; not alone to illustrate them.

12. The relations of numbers in their applications to problems are best gained and best retained if the form of statements varies as little as possible in all the different subdivisions of the subject.

NOTE.—Have few forms of analysis. "Uniformity of arrangement facilitates acquirement." The same form of statement should be used in multiplication and both kinds of division, the difference in operation being determined by a difference in emphasis or by the omission of one of the terms; as, 3 of 4 = *12*; *3* of 4 = 12; 3 of *4* = 12.

13. There is no relation between numbers that cannot be illustrated with objects.

14. "Do not ask for a uniform method of illustration—encourage originality."

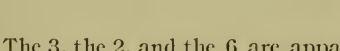
15. Mechanical rapidity and accuracy are legitimate ends to be gained, but can be best acquired through the avenue of clear perceptions of numbers.

16. A constant purpose in teaching the relations of number should be to secure, first, clear perceptions; second, vivid pictures in the imagination. In a healthy mind there will follow a spontaneous action of the elaborative faculties.

DEDUCTIONS FROM THE FOREGOING.

The expression, *tens of thousands*, means the product of thousands by tens; ¾ of 12 means 12 multiplied by ¾; 5½ of 4 means 4 multiplied by 5½; 5 of 4 means 4 multiplied by 5. This gives a symbol for relation which expresses an idea in itself. It also harmonizes the apparent lack of unity between multiplication of fractions and whole numbers.

NOTE.—This form of statement is convenient, but no stress is laid upon it in the school. The old form of "times" and "multiplied by" is used with this, the only emphasis is upon the importance of a *correct conception.*



Here are 3 of 2 stars. The 3, the 2, and the 6 are apparent and may be pictured either objectively or in the imagination. There is here no abstract number, yet there is an illustration of multiplication and both kinds of division.

STATEMENTS FROM THE PICTURES.

(1.) 3 of 2 marks = — marks. } Multiplication.
(2.) — of 2 marks = 6 marks. } Division.
(3.) 3 of — marks = 6 marks. }

The *one picture* determines all three operations; if the first or multiplication notion is *taught*, the remaining statements are but drill or test statements.

In Multiplication the multiplicand and product have the same unit value, while the unit value of the multiplier is the whole multiplicand.

In Division the divisor and dividend have the same unit value, and the unit value of the quotient is the whole divisor. (*Vide* statements and picture.)

There is great propriety in calling 2 marks the divisor, in both division statements, no matter whether the number *in* a group or the number *of* groups is required; for it refers to the same thing in the picture. It is very confusing to call two things as different as the number in a group and the number of groups both by the name *quotient* and both by the name *divisor*.

The advantage in keeping the *statements* in the same form as an aid to clear perceptions is apparent from the following:

How many yards equal 15 feet? 1 yard = 3 feet.

The question now is, ? of 3 feet = 15 feet. Answer, ***5*** of 3 feet = 15 feet. Therefore, 5 yards = 15 feet.

The following is an illustration of the three practical problems arising from one picture and requiring one form of statement:

One apple costs 2 cents, what will 3 apples cost?

3 of 2 cents = ***6 cents.***

One apple costs 2 cents, how many can be bought for 6 cents?

3 of 2 cents = 6 cents.

Three apples cost 6 cents, what is the price of one apple?

3 of ***2 cents*** = 6 cents.

There is a tendency in *explanations* to say *3 times* or 5 *times*, thus violating Principle 9, page 58. We never stop with 3 of or 4 of. The word *of* forces us to a definiteness of expression, hence arouses thought.

Every problem in arithmetic that is not solved by simple addition or subtraction will naturally resolve itself into the following statement: —— of —— = ——. This great arithmetical triad is rational, for no one can make the proper insertions without understanding the problem in hand.

The following set of problems with their corresponding *statements* will illustrate the *unity of the subject;* also will be illustrative of a review lesson, testing conceptions. Pupils are to write statements, leaving blanks in place of answers; the answers may be inserted afterwards, if the teachers so desire:

1. If 5 oranges cost 35c., what does 1 orange cost?	5 of —— = 35c.
2. At $6.75 per barrel, how many barrels of flour will cost $45.50?	—— of $6.75 = $45.50.
3. What is the cost of $\frac{7}{8}$ of a box of lemons at $1.40 per box?	$\frac{7}{8}$ of $1.40 = ——.
4. How many square feet in a wall 9 by 12?	9 of 12 sq. ft. = ——.
5. What part of a yard is $\frac{3}{4}$ of an inch?	—— of 36 in. = $\frac{3}{4}$ in.
6. An agent sells $500 worth of goods at a commission of 2 %; what is his commission?	2 % of $500 = ——.
7. 5 pupils are absent out of 45; required the per cent of attendance.	—— of 45 = 40.
8. Sold goods for $20 which cost $15; what was the gain per cent?	—— of $15 = 5.
9. Of what sum of money is $25 five-sixths?	$\frac{5}{6}$ of —— = $25.
10. What is the interest on $300 for 3 yr. 4 mo. at 6 %?	20 % of $300 = ——.
11. What is the ratio of $\frac{3}{8}$ to $\frac{5}{7}$?	—— of $\frac{5}{7} = \frac{3}{8}$.
12. Interest $50; rate 8 % for 2 years 6 months; required the principal.	20 % of —— = $50.
13. Sold a horse for $200, gaining 25 %; what was the cost?	125 % of —— = $200.
14. Bank discount $40; rate 6 % for two years; required face of note.	12 % of —— = $40.
15. An agent received $5,000 to expend in cotton after deducting his commission at 2 %; required amt. expended.	102 % of —— = $5,000.

The *unity of the different subdivisions* of arithmetic may be seen from the following tabular view:

Multiplication is Reduction Descending, and Reduction Descending is Multiplication.

Multiplication.	4 of 2 = ——.	1 two = 2 ones, 4 of 2 = 4 of 2 ones, or 8 ones.
Notation	How many units in 2 tens?	1 ten = 10 units, 2 tens = 2 of 10 units, or 20 units.
Fractions, Reduction.	How many fourths in 2?	1 unit = $\frac{4}{4}$, 2 units = 2 of $\frac{4}{4}$, or $\frac{8}{4}$.
Fractions, Reduction.	How many fourths in $\frac{1}{2}$?	1 unit = $\frac{4}{4}$, $\frac{1}{2}$ unit = $\frac{1}{2}$ of $\frac{4}{4}$, or $\frac{2}{4}$.
Denominate Numbers, Integers.	How many inches in 3 feet?	1 ft. = 12 in., 3 ft. = 3 of 12 in., or 36 in.
Denominate Numbers, Fractions.	How many inches in $\frac{1}{2}$ foot?	1 ft. = 12 in., $\frac{1}{2}$ ft. = $\frac{1}{2}$ of 12 in., or 6 in.

Division by the Divisor is Reduction Ascending, and Reduction Ascending is Division by the Divisor.

Division by the Divisor.	—— of 2 = 8.	2 ones = 1 two, in 8 ones there are 4 of 2 ones, or 4 ***twos.***
Notation.	How many tens in 20 units?	10 units = 1 ten, in 20 units there are 2 of 20 units, or 2 ***tens.***
Fractions, Reduction.	How many units in $\frac{8}{4}$?	$\frac{4}{4}$ = 1 unit, in $\frac{8}{4}$ there are 2 of $\frac{4}{4}$, or 2 ***units.***
Denominate Nnmbers, Integers.	How many feet in 36 inches?	12 in. = 1 ft., in 36 in. there are 3 of 12 inches, or 3 ***feet.***
Denominate Numbers, Fractions.	How many feet in $\frac{1}{2}$ inch?	12 inches = 1 ft., in $\frac{1}{2}$ inch there is $\frac{1}{24}$ of 12 inches, or $\frac{1}{24}$ ***ft.***

NOTE.—While in the foregoing Outline it will be observed that the unity of the various processes and relations is well preserved by using the word "of" in some cases where "times" is commonly employed, it is not to be understood that this school is committed to this use of the preposition. A device is not to be mistaken for a method.

The unity of the subject may be still further seen from the following comparative view, which shows the *correspondence in the terms used.* This also shows that the concept-forming part of arithmetic is done when the *statements* can be filled out with fractions or whole numbers, and that the remaining part of the work is but applying new terms to old ideas. The concept or form of thought is essentially identical for all of the terms in each of the three columns:

TOPIC.	TERMS USED.		
Integer.	2	of 4 (or 2 fours)	= 8.
Fraction.	½	of 4	= 2.
Multiplication.	Multiplier.	Multiplicand.	Product.
Division.	Quotient.	Divisor.	Dividend.
Notation.	Digit.	10 or a power of 10.	Written Number.
Prices.	Number of Articles.	Price of each article.	Price of all the articles.
Mensuration.	Number of units in Altitude.	Number of sq. units represented by base.	Area.
Mensuration.	Number of units in Altitude.	Number of cubic units represented by base.	Cubical Contents.
Fractions.	Fraction.	Number.	Fractional part.
Percentage.	Rate.	Base.	Percentage.
Profit and Loss.	Gain or Loss %.	Cost.	Gain or Loss.
Commission.	Rate.	Amount sold or amount expended.	Commission.
Insurance.	Rate.	Amount Insured.	Premium.
Taxes.	Rate.	Assessed Valuation.	Tax.
Stocks.	Rate.	Par Value.	Premium. / Discount. / Dividend. / Assessment.
Exchange.	Rate.	Face of Draft.	Premium or Discount.
Interest.	Rate } Affected	Principal.	Interest.
True Discount.	Rate } by	Present Worth.	True Discount.
Bank Discount.	Rate } Time.	Future Worth.	Bank Discount.
Equation of Payments.	Average Time.	Sum of Payments.	Amount for one unit of Time.
Proportion.	Ratio.	Consequent.	Antecedent.

DEPARTMENT OF ART.

DRAWING AND FORM STUDY.

Art education comprises not only the study of drawing, but the acquirement of a general knowledge of those principles, industries and arts for which drawing is the most natural language. The educational value of this subject is manifold; it teaches the eye to see and the hand to execute; cultivates the habit of observation to a remarkable degree; disciplines the memory, and trains the mind to compare and draw deductions from the comparison. The results of the study of this subject in the direction of general culture are no less marked, and the refining and elevating influence on the mind of an introduction to the world of the beautiful as revealed in history, nature and art is incalculable. No subject is more directly practical in the advantages it confers, and the increasing number of our artisan population demands provision for industrial education in schemes of public instruction.

Education in art should be an outgrowth of industrial education. Between industry and art there is no absolute line of distinction, while they have much in common. Both deal with form, one with its practical and scientific, the other with its æsthetic application, and these are so closely related that the periods of highest development in both have always been contemporaneous. As a supplement to other subjects, drawing would amply compensate for the time devoted to it, and in this fact lies one of its chief advantages to students in a Normal School. As a means for the expression of ideas, it is not less valuable than the spoken language, and indeed certain classes of ideas can be accurately expressed in no other way. As in written language, the idea is of the first importance; the medium by which it is conveyed is a secondary consideration.

During the entire course great stress is laid upon rapidity of execution, this being considered not less important than accuracy. The course includes:

Form Study from Models—Expression in clay modeling and drawing.

Orthographic Projection—Principles of Descriptive Geometry; application in making working drawings, and constructing objects from working drawings.

Perspective—Principles; application.

Design—Elementary principles.

Free-hand Drawing—Object drawing in outline, with pencil, charcoal and crayon; simple illustrative work especially adapted to the use of teachers; time sketching.

Light and Shade—Principles; application.

Methods of teaching Drawing in Public Schools.

Lectures on Historic Ornament and Art.

MUSIC.

The method pursued is that recognized as the Holt method. The training of the ear to hear, and the vocal organs to produce the actual tone as an object of perception in and of itself is the aim of all drill in singing and voice culture.

Classes are thus taught that the staff and notes are symbols of something and of no value disassociated from that for which they were designed to stand, viz., the sound. Music is a daily exercise throughout a student's course.

DEPARTMENT OF SCIENCE.

The various branches of natural science included in the courses of study may be seen by referring to page 26.

The aim of science instruction may be threefold: 1. To make specialists. 2. To gain a knowledge of scientific method. 3. To impart to a student the culture value of scientific study.

In the Normal School, and schools of general academic character, the last should be constantly kept in view. The soul-awakening, the enlarged life and inspiration possible from acquaintance with new and larger fields of thought is the opportunity of the teacher and the test of good teaching. Nothing less ought to meet the demands of an intelligent public sentiment.

But the Normal School must do more. It must give to its pupils a keen appreciation of the term—"The Methods of Modern Science," a term when understood from its historical and psychological side embodying the most valuable part of true scientific pedagogy; for the Normal School is built upon the foundation of Socrates and Bacon, rather than of Newton or Watt. To accomplish the purpose for which it was established it should add to all academic work the feature of inqui-

ry into the mental processes involved in learning. These are nowhere so plainly shown as in the various branches of modern science. The work of the school therefore is made typical in this department. The student is given the instrument of scientific study, viz., methods as well as the results, viz., scientific information.

"Light-bringing, not fruit-bringing experiments are first to be sought for."—*Bacon's Novum Organon.*

"Nature is not conquered save by obedience."—*Ibid.*

"Men should bid themselves for awhile renounce conceptions, and begin to make acquaintance with things themselves."—*Ibid.*

"And so let there be (and may each party have every blessing and happiness therein) two sources, two distributions of learning; and similarly two tribes, and, as it were, two kindred races of contemplators and philosophers; and let these be in no way hostile and estranged from one another, but joined in alliance of mutual assistance; in a word, let there be one way of cultivating the sciences, another of discovering them. And we pray that they who find the former the more pleasant and acceptable on account of their eagerness, or the requirements of civil life, or because through infirmity of mind they cannot understand and embrace the second (which must necessarily happen to far the greatest number of men) may succeed happily and as they desire in what they undertake, and attain to that which they pursue. If, furthermore, any man desire and care not merely to cling to discovery and make use of it, but to penetrate beyond; and to overcome, not an adversary in disputation, but nature in production; if finally he desires not to produce fine probabilities, but certain demonstrative knowledge; let him, as a true son of the sciences, join himself to us if it shall seem good to him; that so having left the outer courts of nature, which numbers infinite have trodden, there may be opened to him at last an approach to her secret chambers. And that we may be the better understood, and that what we mean may appear more familiarly through the giving definite names, we are wont to call the one system or method *the Anticipation of Nature*, and the other, the Interpretation of Nature."—*Ibid.*

GEOGRAPHY.

Geography is a science. As such the order of presentation of topics must be the order of dependence. The causes treated of in Mathematical

and Physical Geography are followed by their corresponding effects in Political Geography. The former being known, the latter is a recognition of results. The oft repeated recognition from the multiplication of instances fixes in the memory the first law learned. Taught without the identification of an underlying principle every new fact demands a fresh exertion of the memory, until the memory overburdened with disconnected details refuses to retain them and geography is granted to be a subject learned to be forgotten.

The conditioning causes of Political Geography must be the objective point in Physical Geography and these culminate in climate. This determines the essential matter to be taught in a subject of infinite details. With a point to be attained, the dangers of being enticed into a multitude of byways is averted.

Home geography is first taught the child. His perceptive faculties are trained in surrounding objects and physical phenomena. The facts thus obtained furnish material for the representative and elaborative faculties developed in the study of geography as a science.

Elementary ideas of form, size, position and direction are taught. Animals, minerals and vegetable production, sun, clouds, wind, rain furnish object lessons. Islands, capes, peninsulas, all geographical terms are illustrated in every neighborhood. The streets and buildings are observed and drawn on paper, introducing the child to the language of a map.

Geography as a science is begun with the study of the earth as a whole, as no correct mental picture of a part can be formed off from the earth. Its mathematical features, axis, poles, equator, seasons, polar circles, tropics, zones, meridians, latitude and longitude are followed by the physical features, as oceans, horizontal and vertical relief forms, ocean currents and wind belts, the determining causes of climate, distribution of vegetable and animal life as determined by climate. The part that man plays as recorded in Political Geography is the necessary consequence of all the foregoing. This is so far recognized that Cousin, even in his History of Mental Philosophy, says the foundation of mental science lies in the physical features of the country. The name of the mountain is of little worth to a student; it is its effect upon man's occupation, his intercourse, his character. It is not the name of a river and the exact point where it takes its beginning; it is its use to man. It is not the mere location of a city, as if it were only accidental, but what determined its growth. Geography is not shut within the pasteboard covers of a

single work. It is to be studied from the newspaper, the magazine, books of travel and from general literature. South America is not the parti-colored map, right hand page, ten by twelve inches, it is a vast country to the south of us with its lofty mountains and large rivers, and to that the mind should turn. The Rio coffee served on the breakfast table is none other than the leading product of Brazil. The children's shoes may have been made of the hides exported from Angostura. Geography is a living subject and in this age of commercial intercourse with every country material is always at hand with which to impress upon the child the reality of the facts learned.

METHODS IN GEOGRAPHY.

To gain this broader outlook of geography, to see it in its entirety, its unity, to see the relation of its parts, to recognize the essential and non-essential, to obtain command of the material that can be utilized, to acquire skill in the use of the means experience has proved to be valuable in teaching the subject, constitutes the work in Methods in Geography.



General Information.

LOCATION.

The school is located in the city of St. Cloud, county seat of Stearns county, seventy-five miles above St. Paul. The city lies upon both the east and west banks of the Mississippi river. It is the center of a net-work of railroads, giving it communication with all parts of the state. The Northern Pacific and the St. Paul, Minneapolis & Manitoba railroads bring students direct to the city from all points within the vast territory covered by their tracks. St. Cloud is a rapidly growing city, with a present population of about ten thousand. It affords to all students good opportunities in literary, social and religious culture—all of the leading christian denominations having houses of worship here. It is one of the most beautiful and healthful cities in the state.

HISTORY.

This school was opened in September, 1869, in the hotel building known as the Stearns House. After the completion of the present spacious and beautiful structure in 1875, the old building was used as a Ladies' Home. During the twenty years of its existence it has graduated three hundred and eighty-nine students, who have returned to the state, on an average, two and a half times the service they pledged

themselves to render. Many of them have made teaching their life work. Their constantly widening experience enables them to make their labors more and more valuable to the state in raising the standard of its schools.

In addition to these, several thousand young persons have taken a partial course of training here, all of whom were thereby better qualified for the work of the school room, many, indeed, receiving such an impetus as to place them in the ranks of the best teachers.

OBJECT AND PLANS OF THE SCHOOL.

The object of the school is to train teachers for the public schools of the state. The course of study and all the work of the daily program are arranged with this end in view. Because of the strict adherence to this plan, no effort is made to secure students for the Academic Course alone, for, while such are admitted as tuition students, no impression is allowed to prevail that this is not strictly a *teachers' school for teachers.*

THE BUILDING.

The building occupied by this school is built of cream colored brick, and in its convenience and furnishing is believed to be second to none in the Northwest. Situated upon the high bluff overlooking the Mississippi river, the location is no less beautiful than healthful. The whole building is heated by steam and has a thorough system of ventilation. The entire first story has been finished and furnished for the Model Department.

APPARATUS.

The collection of apparatus in the school is large and of the finest quality.

PHYSICS.

This department includes a complete set of apparatus, sufficient for all subjects in the course, containing a large air-pump, an electric machine, a whirling-table with its accessories, a fine spectroscope, large prisms, mirrors and lenses, a steam engine, a sonometer, a Ruhmkorff's coil, capable of giving a five-inch spark, a plunge battery, a fifty-cell Bunsen battery, an electric motor, suction and force pumps, a specific gravity apparatus, an aneroid barometer, a Hero's fountain, a full set of induction apparatus, an electric light, Geissler tubes, a dissolving view stereopticon with some four hundred fine views on scientific and other subjects, a solar microscope with a full set of slides, and many other pieces, making one of the finest collections in the state. The apparatus is protected by beautiful hardwood cases, and is made use of daily in illustration of the lessons in the class room. Many pieces of apparatus were ordered direct from Europe.

CHEMISTRY.

This important subject, including both the elements and qualitative analysis, is taught by a combination of class work and laboratory practice. The student during the afternoon of each day *performs all of the experiments for himself in the laboratory*—on the following morning in the class room he reports upon his researches, and aided by teacher, text book and classmates, he corrects his judgments and prepares for the experimental work of the afternoon.

The intrinsic value of much work done by a pupil in self-experimentation is totally destroyed by *telling him beforehand of the results of his experiment, thus robbing him entirely of the stimulating pleasure of discovery.* This fatal error is studiously avoided.

All needed appliances for illustration and individual experiment are furnished free of charge.

PHYSIOLOGY.

The instruction in this subject, with its allied subjects of hygiene and anatomy, is illustrated by means of personal dissections by the class in the laboratory, with skeletons, plaster casts, models, charts and a superior MANIKIN.

The manikin was purchased in Paris, and is as fine a one as can be had in Europe. It is one of Azoux's, being a complete model of the human body in correct proportion and natural color, showing by a minute dissection every important muscle, nerve, blood-vessel and organ of the system. More than 2,000 details of anatomy are shown. It is a marvelous piece of scientific mechanism. A week's study with it is worth a term without it.

Special stress is laid upon the teaching of the effects of stimulants and narcotics, in accordance with the recent law upon this subject.

GEOLOGY AND MINERALOGY.

A carefully selected cabinet of several thousand specimens furnishes a basis for a presentation of these subjects. In these, as in all other branches, the principle that *what a student does for himself is the only real education*, is carried out. A thorough examination of specimens by the student is a necessary preparation for every lesson.

NATURAL HISTORY.

The two departments of Botany and Zoology are well supplied with specimens and appliances. A large botanical case, with two hundred apartments, has been recently added. The school is now in shape to receive and exchange specimens. It is hoped that the alumni and students will do their share in building up this important department.

LIBRARY.

A library of several thousand volumes is open to the school. A full supply of the standard reference books, dictionaries, encyclopedias, gazetteers, etc., furnishes all needed information upon subjects discussed in the class room.

A library of text books upon all subjects is open to the students, where they find help in examining the various methods presented by our standard text book authors in the different branches.

The school has been designated as a Depository of Public Documents, and now has upon its shelves 800 volumes from the Government Printing Office, many of them of great value. These are open to the public for consultation at any time during the day from 8.30 A. M. to 4.00 P. M.

READING ROOM.

The Reading Room has been fitted up by the Students' Literary Society with a carpet and chandeliers.

Both it and the Library are open daily to students during all hours of the day when they are not required to attend to the duties of the school.

BOARDING.

The Ladies Home, finished during the early fall of 1885, is an invaluable adjunct to the school. It affords the best accommodations to seventy-five young ladies, and can furnish day-board to fifty more, ladies or gentlemen. The nearness of the Home to the school makes it peculiarly desirable during the winter months, saving a long walk through the cold and snow.

The building is a credit to the state and a monument to the wisdom and foresight of the Legislature. It is built of cream-colored brick, three stories in height, 105 feet in length and 65 feet in depth, in the form of an L. The first floor is occupied by the Matron's apartments, parlors, gentlemen's waiting room, dining hall and kitchen—the two upper floors by the sleeping rooms and bath rooms. In the basement are six Ruttan furnaces, the laundry, cellar and janitor's rooms. The upper floors are connected by broad, gently-sloping stairways, each one relieved by a landing. The rooms are high and airy, the halls ample and well-lighted.

The building is heated and ventilated by the Ruttan system. All the rooms are kept at a uniform temperature of 68 to 70 degrees, *and all of the air in each room is changed as often as every 20 minutes.* The Home is lighted with gas and supplied with every convenience of the best modern

homes. Large bath rooms for the use of students, with hot and cold water, are within easy access from all the rooms. The building is supplied with water from the city water mains, which insures protection in case of fire, while the most approved fire-escapes, three in number, are attached at convenient places.

The furnace-heating and gas-lighting do away with all fires on the floors of the Home, rendering the building practically fire proof.

The comfort and convenience of the young ladies at the Home has been made a matter of long and careful study, and it can be confidently said that it affords to those so fortunate as to board there all the pleasures of a home with none of the discomforts of a boarding house.

The house is furnished throughout with carpets and substantial furniture.

Rooms for students are supplied with table, chairs, carpets, bedstead, springs, mattresses, pillows, bureau, washstand, wash-bowl and pitcher, window shades, and gas-lamps with shades, and every room has a closet.

Students will provide their own napkins, towels, pillow-cases, one pair of sheets, woolen blanket, comfortable and spread. Each young lady is requested to bring a waterproof cloak, umbrella and pair of rubbers.

Each student is expected to do one-half hour's work each day under the direction of the Matron. This work is light housework—never including washing or scrubbing.

The most careful attention is given to all the customs of a refined home—the young ladies being taught, both by precept and example, those refinements of manner which mark the cultivated ladies of society. Insasmuch as all true

courtesy and culture spring from the Golden Rule, much emphasis is placed upon the importance of governing all actions upon the principle of right and charity. The Home, as a Christian household, is thus kept free from the gossip and personalities which have their root in selfishness.

The table is supplied with an abundance of well-cooked food and in ample variety. The bill of fare is equal to that upon the tables of the best families in the city. The testimony of the students in the past may be appealed to upon this matter—their unanimous verdict being one of complete satisfaction.

Such rates of boarding as this school offers, it is firmly believed, cannot be excelled by any other school in the country.

The price per week, including furnished room, light, fuel, board, use of laundry, bath rooms, and all the conveniences of the Home, is only THREE DOLLARS, payable monthly in advance. When this amount is compared with the expenses of other Boarding Halls for young ladies, it will be seen to be from fifty cents to seven dollars less per week than is usually charged elsewhere.

While most of the washing is done by steam laundries in the city, a limited amount may be done by the young ladies in the Home laundry. All of the ironing may be done by the students if they so desire. Washing costs 25 cents per dozen for the young ladies boarding at the Home.

Preference in choice of rooms will be given in the order of application. Those desiring rooms should therefore apply early.

Board can be secured in private families at from $3.50 to $5.00 per week.

GENERAL ANNOUNCEMENTS.

Students compelled by necessity (*no others should think of it*) may secure rooms for self-boarding at moderate rates.

Particular attention is called to the following points:

1. Students who do not board at home are expected to consult the President before selecting boarding places.

2. Pupils will not be allowed to board at places not approved by the Faculty of the school.

3. Ladies and gentlemen will not be allowed to board in the same family. This rule shall apply equally where the house is occupied by two or more families.

4. Permission must be obtained in every case where pupils desire to board in families where boarders are taken who are not connected with the school.

5. Brothers and sisters will be allowed to board in the same house, provided no other boarders are received into the house.

6. Students will not be expected to change their boarding places without consulting some member of the Faculty.

7. Every means will be taken to secure suitable boarding places for such students as desire this service, and families in which students board will be encouraged to report the least departure from perfectly ladylike and gentlemanly conduct.

8. Pupils may receive calls on Friday evenings from 6 to 9 o'clock, and on other days before study hours.

It is presumed that every student will see in these regulations the expressed judgment of responsible authority, and will heartily comply with not only their letter, but their spirit as well.

YOUNG MEN.

An arrangement has been made to furnish to young men equally good facilities for board. A large new house, well furnished, warm and convenient to the school has been secured for the purpose. Every comfort of home life will be found here, and nothing will be allowed which is not in harmony with the aims of the school. The management will be upon the same general plan as at the Ladies Home, except that the young men will do no daily work, and they will be required to furnish nothing. The very low rate of $3.50 a week will make it possible for those of limited means to avoid the inconveniences of self-boarding. Applications should be made early.

The building will be known as "The Young Men's Hall."

SIGNAL SERVICE WORK.

The school is now in connection with the State Department of the United States Signal Service Bureau. This work will be made tributary to the class instruction in science, thus giving the pupils a practical familiarity with one of the most important branches of modern scientific research. When it is remembered that 88 per cent of all the predictions of the Signal Service Bureau are fulfilled, and that the great commercial, industrial and agricultural enterprises are profoundly affected by them, nothing further need be said upon the advantages of a practical knowledge of the subject of meteorology. Being in connection with the entire department, the school will receive the results of the observations from the other signal stations.

Daily telegraphic reports are received from Washington and the signal flags are displayed both at the school and from the Grand Central Hotel in the city.

ATTENDANCE AT CHURCH.

It is expected that each student will choose a church home upon coming here, which shall meet with the approval of his parents, and that he will regularly attend upon its stated services.

CHRISTIAN ASSOCIATIONS.

The national college work of the Y. M. C. A. is represented by organized branches among both the young ladies and gentlemen. These societies have done great good. They have been a very efficient help in maintaining that high and pure standard of moral culture so essential among students who are to be teachers. Each society holds its meetings once a week regularly. In addition to these, the societies have done well in caring for many interests which have reference to the growth of Christian manhood and womanhood; such as the missionary work of the Christian church, works of benevolence and charity, Sunday afternoon classes for Bible study, etc.

HOW TO REACH THE SCHOOL.

If south of St. Paul or Minneapolis buy your ticket to either one of these cities, and there purchase, over either the

Northern Pacific or Manitoba road, a ticket to St. Cloud. Upon reaching the station take an omnibus and tell the driver to carry you to either the Ladies Home or to the school. The buildings are but a few rods apart. Pay the driver twenty-five cents for your ride and give him your check for baggage with an order to take it to your boarding place. This will cost you twenty-five cents more. Report directly to the President at his office.

ALUMNI ASSOCIATION.

During the last year there has been a decided awakening among the alumni of the institution. At the last annual meeting a Correspondence Bureau was created and Miss Mary E. Laing, of the faculty, was made Secretary. A circular letter was issued early in the year asking for a biographical sketch of each alumnus since his graduation. A very general response came, the result being an invaluable series of facts and reminiscences. The material has all been carefully filed and a complete roster of names recorded. The books and letters are open to all members of the association. Many of the graduates have shown the greatest interest in looking over the letters from old associates, renewing old memories, memories among the dearest of any formed in life.

This year closed the twentieth in the school's history. At the close of the twenty-fifth, it is proposed to give a complete resume of the work of the school, especially the life it has lived in its children, the alumni. Let every member of the association resolve to contribute something to

that occasion; first and most important of all resolve to be present in person. Any communication sent to "The Secretary of the Correspondence Bureau," State Normal School, St. Cloud, Minn., will reach the Bureau.

It is hoped that the Bureau may become a kind of employment and information agency between members of the association and school boards or others desiring experienced and able teachers. Already it has served this purpose well. If all are loyal to the interests of the fraternity, there is no reason to doubt the great value of the plan.

Every year increases the numbers and dignity of the association.

The following are the officers for 1889–90:

President—Eugene S. Foote.
Vice-Presidents—Mrs. C. B. Adley, C. L. Atwood.
Corresponding Secretary—John C. Boehm.
Recording Secretary—Miss Ada Locke.
Treasurer—Miss Estella Myers.
Executive Committee—Miss Olive Leavitt, Mrs. G. W. Stewart, H. A. Atwood.
Secretary of the Correspondence Bureau—C. W. G. Hyde.

GENERAL REMARKS.

It is to be hoped that County Superintendents, and other friends of the Normal School, will be ready to advise those who are earnestly striving to make themselves good teachers to enter some of the departments of the school. It may also, in all kindness, be suggested that none be recommended who are not physically, mentally and morally fitted for the profession. The fact that a candidate has failed at

an examination is, alone, hardly evidence that he should come to the Normal School. While it is our aim, by faithful effort, to fit our pupils for the work of teaching, even here we cannot work miracles, and there are those whom no amount of instruction and no thoroughness of training can make good teachers.

County Superintendents and all friends of education are earnestly invited to visit and inspect the workings of this school, and by their criticisms, suggestions and co-operation aid us in supplying the schools of the state with better trained teachers.

Address letters of inquiry and requests for catalogues to the President,

THOMAS J. GRAY,

St. Cloud, Minnesota.


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Catalogue and Circular

OF THE

STATE NORMAL SCHOOL

AT

St. Cloud, Minnesota

FOR 1890-1891



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ST. CLOUD, MINN.

STATE NORMAL SCHOOL.

ANNUAL CATALOGUE

OF THE

State Normal School

AT

ST. CLOUD, MINNESOTA

FOR THE

SCHOOL YEAR ENDING JUNE 1, 1890

WITH

ANNUAL CIRCULAR

FOR THE

YEAR 1890-1891

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1889-90

HON. D. L. KIEHLE,

SUPERINTENDENT OF PUBLIC INSTRUCTION.

State Normal Board,

1890-1891.

HON. W. S. PATTEE, President, - - - - Northfield.
HON. D. L. KIEHLE, *Ex-officio* Secretary, - - St. Paul.
C. A. MOREY, Resident Director, - - - - Winona.
GEO. H. CLARK, Resident Director, - - - Mankato.
W. B. MITCHELL, Resident Director, - - St. Cloud.
THOS. C. KURTZ, Resident Director, - - Moorhead.
H. B. WILSON, - - - - - - - - - - Red Wing.
W. E. LEE, - - - - - - - - - - - Long Prairie.
A. J. GREER, - - - - - - - - - - - Wabasha.

Annual Meeting of the Board on the first Tuesday in June, at the office of the Secretary in St. Paul.

Faculty of Instruction.

THOMAS J. GRAY, President,
Mental Science and Science of Education.

C. W. G. HYDE, Institute Conductor,
School Economy, History, Penmanship and Accounts.

ISABEL LAWRENCE,
Methods and Superintendent of the Training School.

ADA A. WARNER,
Botany, Geometry and Geography.

WAITE A. SHOEMAKER,
Arithmetic, Algebra and Astronomy.

L. B. AVERY,
Natural Science.

ANNETTE J. WARNER,
Drawing.

ADA M. KIEHLE,
Latin.

L. BELLE HAVEN,
Rhetoric, English Literature, Reading and Elocution.

ISABELLA PRETLOW,
Applied Methods and Criticism.

OLIVE LEAVITT,
Music and Grammar.

JESSIE M. COWGILL,
Librarian. Literature.

HELEN L. DOUGLAS,
Arithmetic and Criticism.

Mrs. E. K. JAQUES,
Mathematical Geography and Algebra.

Miss D. A. ROGERS,
Matron of the Ladies' Home.

JOHN BUCKMAN,
MICHAEL SCHMIDT,
Janitors.

Calendar for 1890-91.

FIRST TERM--18 WEEKS.

Entrance Examinations, - - - - -	August 28, 1890.
Work of the Term begins, - - - -	September 1.
End of the First Quarter, - - - -	October 24.
First Term ends, - - - - - - - -	December 23.

SECOND TERM--20 WEEKS.

Entrance Examinations, - - - - -	January 8, 1891.
Work of the Term begins, - - - -	January 9.
End of Third Quarter, - - - - -	March 13.
Second Term ends, - - - - - - -	May 27.

HOLIDAY VACATION.

Begins at Noon, - - - - - - - -	December 23, 1890.
*Closes at 8:30 A. M., - - - - -	January 8, 1891.

COMMENCEMENT.

May 25, 26, 27, 1891.

*Enrolled students and those having no examinations to pass will begin work on January 10, at 8:30 o'clock A. M.

Catalogue of Students for 1889-90.

NORMAL DEPARTMENT.

SENIOR CLASS.

Brigham, Bertha C.	Townshend,	Vt.
Cramb, Leland	St. Cloud,	Minn.
Crockett, Clara S.	Elk River,	Minn.
Davis, Annie M.	Red Wing,	Minn.
Dunton, Harriet E.	Clearwater,	Minn.
Getchell, Charlotte H.	St. Cloud,	Minn.
Hicken, Phoebe	Duluth,	Minn.
James, Serena	Sauk Centre,	Minn.
Lahr, Joseph	St. Cloud,	Minn.
Lee, Arthur B.	Clearwater,	Minn.
Prater, Elijah W.	Bloomington,	Ky.
Taggart, Margaret I.	Campbell,	Minn.
Teffre, Olia M.	Esofea,	Wis.
Tennison, M. Frances	Monticello,	Minn.
Whittemore, E. Idella	St. Cloud,	Minn.

JUNIOR CLASS.

Atchison, Norris H.	St. Cloud,	Minn.
Bolles, Mabel J.	Stillwater,	Minn.
Briggs, Theodora	Kingston,	Minn.
Dunton, Arthur M.	Clearwater,	Minn.

Fisk, L. Estelle	Clearwater,	Minn.
Fritz, Andrew E.	St. Cloud,	Minn.
Greeley, Liston Q.	Bangor,	Minn.
Mitchell, Laura B.	St. Cloud,	Minn.
Powell, Joseph	Hutchinson,	Minn.
Wedgewood, Zaidee E.	Monticello,	Minn.

A CLASS.

Atkins, Amy V.	Elk River,	Minn.
Aurland, Syvirene	Fergus Falls,	Minn.
Boulter, Helen E.	St. Cloud,	Minn.
Carrick, Georgia H.	Milbank,	S. D.
Cartledge, Andrew B.	Burbank,	Minn.
Cook, Julia G.	Anoka,	Minn.
Corey, May Blanche	Elk River,	Minn.
Crampton, Lillian A.	Mantorville,	Minn.
Grant, Annie C.	Duluth,	Minn.
Ingersoll Emogene	Valley City,	N. D.
Jenks, James E.	St. Cloud,	Minn.
Kittredge, Ellen L.	Glyndon,	Minn.
Mathews, Abbie	Breckenridge,	Minn.
Morgan, Jessie E.	St. Cloud,	Minn.
Mostue, Elias A.	Norway Lake,	Minn.
O'Brien, Mary	Willmar,	Minn.
Pickit, Arlina	Fergus Falls,	Minn.
Polley, Helen	Aitkin,	Minn.
Roberts, Helen	St. Peter,	Minn.
Snow, Mabel E.	St. Cloud,	Minn.
Stanton, Lucy Emma	Sauk Rapids,	Minn.
Stiles, Clara L.	Sauk Centre,	Minn.
Stokes, Florence R.	Monticello,	Minn.
Upham, Bertha A.	Elk River,	Minn.
Ward, Jennette E.	Bismarck,	N. D.
Ward, Laura B.	Bismarck,	N. D.

B CLASS.

Andrews, Alonzo	Boston,	Mass.
Benhardus, Benhof E.	St. Olaf,	Minn.
Bennett, Kittie	Clear Lake,	Iowa.
Boulter, Sarah W.	St. Cloud,	Minn.
Brown, Linda E.	Fergus Falls,	Minn.
Brown, Isaac N.	Hawley Falls,	Minn.
Campion, Elsie I.	Angus,	Minn.
Campion, Manton A.	Angus,	Minn.
Collar, M. Virginia	St. Cloud,	Minn.
Davies, M. Helen	Angus,	Minn.
Denny, Anna E.	St. Cloud,	Minn.
Dillin, Helen	Minneapolis,	Minn.
Fehr, Margaret	St. Cloud,	Minn.
Fisk, S. Emily	Clearwater,	Minn.
Gallagher, Isabelle	St. Cloud,	Minn.
Hall, L. Hermione	St. Cloud,	Minn.
Haugen, Serena	Aitkin,	Minn.
Hendrickson, Anna M.	St. Cloud,	Minn.
Iverson, Lewis	West Lake,	Minn.
Jerrard, Margaret M.	St. Cloud,	Minn.
Johnsrud, Iver T.	Sacred Heart,	Minn.
Jones, Jennie D.	St. Cloud,	Minn.
Kenyon, Lillian M.	Maple Grove,	Minn.
McConnell, Grace M.	St. Cloud,	Minn.
Mahany, Cassie C.	Anoka,	Minn.
Martin, Samuel	St. Cloud,	Minn.
Mitchell, Carrie T.	St. Cloud,	Minn.
Moulin, Marie C.	St. Cloud,	Minn.
Mullen, Lizzie	Litchfield,	Minn.
Nelson, Nels P.	Maynard,	Minn.
Patterson, Sarah	Clear Lake,	Minn.

Pew, Louida M.	Maine Prairie,	Minn.
Robertson, Winifred C.	St. Cloud,	Minn.
Robertson, Euretta	St. Cloud,	Minn.
Smart, Franklin	Brockway,	Minn.
Spaulding, Daniel W.	Maine Prairie,	Minn.
Stanley, Grace A.	Maine Prairie,	Minn.
Stephenson, Elsie G.	Grove Lake,	Minn.
Stevens, Zell L.	Haven Prairie,	Minn.
Thoreson, Annie J.	Brandon,	Minn.
Vinge, Syver	St. Olaf,	Minn.
Waggoner, Lillian E.	Litchfield,	Minn.
Walkley, Martha F.	Maine Prairie,	Minn.
Waller, Daisy E.	Minneapolis,	Minn.
Whitelock, Thomas S.	Hutchinson,	Minn.

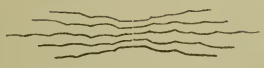
C CLASS.

Agnew, Sarah G.	Otterville,	Iowa.
Ahles, Paul	Rockville,	Minn.
Akers, Nancy E.	St. Cloud,	Minn.
Andrew, George F.	Tower,	Minn.
Bjorklund, Hans O.	Heming,	Minn.
Bond, John S.	Eagle Bend,	Minn.
Cannada, Frank B.	Centerville,	W. Va.
Carleton, James D.	Warren,	Minn.
Cossairt, Mary A.	Maine Prairie,	Minn.
Delaney, Anna	Litchfield,	Minn.
Deming, Mary E.	Rush City,	Minn.
Enderle, Cathrina	St. Cloud,	Minn.
Estey, Frederick L.	Royalton,	Minn.
Ferris, Ema	Hillsboro,	N. D.
Frederick, Carrie B.	Sauk Centre,	Minn.
Freyer, Geo. F.	Ellsworth,	Wis.
Gandall, Lura A.	Minneapolis,	Minn.

Geiger, Pollie	Zurich,	Ont.
Haight, Lillie R.	Milton,	N. D.
Halvorson, Nora M.	Grue,	Minn.
Hamilton, Madge M.	Maine Prairie,	Minn.
Hanson, Oscar C.	Leaf Mountain,	Minn.
Hemenway, Frank O.	Heming,	Minn.
Henderson, Mary	Exeter,	Ont.
Hill, Carrie A.	Alexandria,	Minn.
Hogan, Mary A.	Sauk Rapids,	Minn.
Hyde, Leon W.	St. Cloud,	Minn.
Iverson, Martin U.	West Lake,	Minn.
Keith, Agatha H.	Minneapolis,	Minn.
Keith, Parthenia B.	Minneapolis,	Minn.
Kenely, Kate	Princeton,	Minn.
Kenely, Winifred	Princeton,	Minn.
Kenyon, Bertha F.	Maple Grove,	Minn.
Koll, Mathias N.	Cold Spring,	Minn.
Lee, Mabel	Clearwater,	Minn.
Lein, Olaf	Elizabeth,	Minn.
LeRoy, Cora	Alexandria,	Minn.
Lindberg, Ellen M.	Fergus Falls,	Minn.
Lisle, Carrie V.	Royalton,	Minn.
Longness, Lowell I.	Leaf Mountain,	Minn.
Louden, Clinton	Maine Prairie,	Minn.
Lyons, Mabel	Clearwater,	Minn.
McGuire, Margaret C.	Sauk Centre,	Minn.
McLaughlin, Margaret E.	Eden Valley,	Minn.
McNulty, Harriet	Perham,	Minn.
Manuel, Clara A.	St. Cloud,	Minn.
Manuel, Jane K.	St. Cloud,	Minn.
Manuel, Ralph W.	St. Cloud,	Minn.
Marcley, Annie L.	Grand Forks,	N. D.

Maybury, James H.	St. Cloud,	Minn.
Mayhew, Warren I.	St. Cloud,	Minn.
Meagher, Margaret	Grove Lake,	Minn.
Mills, Florence M.	Greenleaf,	Minn.
Merrell, Sarah A.	Mooreton,	Dak.
Nelson, Louis F.	Centre City,	Minn.
Northup, Lemuel A.	Morristown,	Minn.
Oatman, Lucy R.	Kingston,	Minn.
Oliver, Minnie M.	St. Thomas,	N. D.
Otterness, George H.	Willmar,	Minn.
Payden, Joseph	St. Cloud,	Minn.
Perkins, Clara A.	Princeton,	Minn.
Petrie, James A.	Crow River,	Minn.
Powers, Lulu	Rockford,	Minn.
Reilley, Teresa Z.	Hancock,	Minn.
Reiter, Nicholas	Rockville,	Minn.
Rodell, Lucretia A.	Long Lake,	Minn.
Rosenquist, Jones	Atwater,	Minn.
Sanborn, Nettie	Clearwater,	Minn.
Schæfer, Emma C.	St. Cloud,	Minn.
Scherfenberg, Albert	St. Cloud,	Minn.
Shaw, Lizzie A.	Minden,	Minn.
Siver, Hattie A.	Paynesville,	Minn.
Smart, May A.	Brockway,	Minn.
Smith, Caroline C.	Clearwater,	Minn.
Stanley, Ida M.	Maine Prairie,	Minn.
Stebbins, Albert M.	Hancock,	Minn.
Stinchfield, George W.	Maine Prairie,	Minn.
Stone, Grace L.	Warren,	Minn.
Sutton, Eli	Hartford,	Minn.
Thornton, Emily	Benson,	Minn.
Tomlinson, Mabel E.	St. Cloud,	Minn.

Tucker, Charles E.	New Auburn,	Minn.
VanLoon, Ella D.	St. Cloud,	Minn.
Vaughan, Sarah E.	Sunrise City,	Minn.
Vetter, Emma M.	Morris,	Minn.
Waldorf, Elizabeth	St. Cloud,	Minn.
Wasson, Ira M.	St. Cloud,	Minn.
Wegner, Annie	St. Cloud,	Minn.
Wells, Maude	St. Cloud,	Minn.
Weyrens, Mathias	Eden Valley,	Minn.
Weyrens, Peter	Eden Valley,	Minn.
Whiting, Grace M.	Clearwater,	Minn.
Whitney, Willis M.	Maine Prairie,	Minn.
Willson, Bertha B.	Buffalo,	Minn.
Witcombe, Annie	Pipestone,	Minn.
Wright, Louella A.	Sunrise,	Minn.
Wright, Mary H.	Fergus Falls,	Minn.



MODEL DEPARTMENT.

SENIOR CLASS.

Anshus, Serena
Cannada, Frank
Douras, Emma
Ehresmann, Peter
Eich, Dora
Enderle, Henry
Freeman, Warren
Gallagher, Frank
Gans, Edward
Gray, Blanche
Gray, Mabel
Gray, Jessie
Herrick, Roger
Hyde, Wilfrid
Kolb, Michael
Kraemer, John
Lange, Mary
Lee, Grace
Ley, John
Lisle, Carrie
Lommel, Joseph
Loudon, Clinton
Marti, James
Molitor, Martin
Near, Hattie
Reiter, Nicholas
Schaefer, Emma
Smith, Julius
Smith, Lura
Setzer, Hattie
Velter, Kate
Weber, Anna
Weber, Peter
Wolter, Charles

GRAMMAR GRADE.

Brady, Ernest
Brigham, Florence
Camp, Glen
Enderle, Emil
Fuller, Louise
Gray, Elsie
Herrick, Vinnie
Hicks, Mabel
Jones, Etta
Kemper, Joseph
Kirsch, Mathias
Neid, Anna
Panian, George
Perkins, Gertrude
Perkins, Mabel
Peterson, Mary
Pontius, John
Reinhart, Sarah
Rosenberger, Lizzie
Schilplin, Lizzie
Shaw, Edna
Shull, Elizabeth

Kirtland, Alice
Kraemer, Nicholas
Lahr, Nicholas
Lembeck, Henry
Lindenberg, Frank
Lommel, Anton
Mark, Fanny
Merz, Carrie
Merz, Kate
McConnell, Herman
Mitchell, Leslie
Nason, Bertha
Nehring, John
Smart, Ina
Smith, Edward
Smith, Leola
Strobel, john
Vandersluis, Siebren
Walter, John
Wegner, Fred
Wegner, Charles
Wegner, Belle
Wells, Bessie
Westerman, Mata
Wolfe, Mary
Zeltinger, Ignatius

PRIMARY GRADE.

Arnold, Lily
Arnold, Willie
Buckman, August
Carew, Margaret
Carew, William
Chandler, Fred
Chandler, Willis
Erwin, Tom
Gallup, Helen
Gallup, Julia
Gilfillan, Elsie
Gilfillan, Edward
Gray, Freeman
Gullet, Lou
Hyde, Emily
Hyde, Lawrence
Lyons, Bertha
Marcley, Jessie
Mitchell, Henry
Mitchell, Jane
Palmer, Kate
Peterman, Lizzie
Quimby, Carrie
Robertson, Elva
Robertson, Reuben
Shoemaker, Isabel
Smith, Charlotte
Tomlinson, Bessie
Tomlinson, Leroy
Tomlinson, Kate
Topping, Bert
Wastrom, Charles
Wastrom, John
Yancy, Leslie

RECAPITULATION.

NORMAL DEPARTMENT.

Advanced Course:

*Senior Class, - - - - -	16	
Junior Class, - - - - -	10	26

Elementary Course:

*A Class, - - - - -	27	
B Class, - - - - -	45	
C Class, - - - - -	97	169
Total in Normal Department, - -		195

MODEL DEPARTMENT.

Senior Class, - - - - -	34	
Grammar Grade, - - - -	48	
Primary Grade, - - - -	34	116
Total Enrollment, - - - -		311

*The following names, omitted by mistake from the List of Students, are counted here:

Curtis, Allan W.	Osakis,	Minn.
Wharton, James A.	Clearwater,	Minn.

Graduating Class, May 28, 1890.

ADVANCED COURSE.

Brigham, Bertha Clarinda	Townshend,	Vt.
Curtis, Allan W.	Osakis,	Minn.
Crockett, Clara Stowell	Elk River,	Minn.
Cramb, Roscoe Leland	St. Cloud,	Minn.
Dunton, Hattie Emma	Clearwater,	Minn.
Getchell, Charlotte Hannah	St. Cloud,	Minn.
Hicken, Phoebe Evangeline	Duluth,	Minn.
James, Serena Ionia	Sauk Centre,	Minn.
Lahr, Joseph Peter	St. Cloud,	Minn.
Lee, Arthur Burchan	Clearwater,	Minn.
Prater, Elijah Willis	Bloomington,	Ky.
Taggart, Margaret Irene	Campbell,	Minn.
Teffre, Olia Mathilde	Esofea,	Wis.
Tennison, Mary Francis	Monticello,	Minn.

ELEMENTARY COURSE.

Atkins, Amy Virginia	Elk River,	Minn.
Aurland, Syvirine	Fergus Falls,	Minn.
Boulter, Helen Emery	St. Cloud,	Minn.
Carrick, Georgia Helen	Milbank,	S. D.
Cartledge, Andrew Burnard	Burbank,	Minn.

Crampton, Lillian Alice	Mantorville,	Minn.
Grant, Annie Cassie	Duluth,	Minn.
Jenks, James Edwin	Clearwater,	Minn.
Kittredge, Ellen Louise	Glyndon,	Minn.
Mathews, Abbie Augusta	Breckenridge,	Minn.
Morgan, Jessie Estell	St. Cloud,	Minn.
Mostue, Elias Arneseu	Norway Lake,	Minn.
O'Brien, Mary	Kandiyohi,	Minn.
Polley, Helen Jane	Aitkin,	Minn.
Stokes, Florence Rose	Monticello,	Minn.
Upham, Bertha Alma	Elk River,	Minn.
Wharton, James A.	Clearwater,	Minn.



Circular

CIRCULAR.

PLAN OF INSTRUCTION.

This school was established for the training of teachers in all that pertains to the organization, instruction and government of schools. To this end the departments of instruction are :

1. ACADEMIC.

The necessity for this department is made apparent by a consideration of the following facts:

Teachers, consciously or unconsciously, imitate their instructors in their methods of work. More especially is this true if they have been educated in those schools where no particular attention is paid to methods of imparting knowlenge. Such pupils go forth with no awakened thought upon the importance of correct methods, and with all their attention fixed upon the matter to be taught; they consequently repeat what they have seen, both as to the art of instruction and the management of the school. Nowhere is the maxim laid down by Knight more true than here. He says, " Imitators copy their originals in the inverse ratio of their merits, adding as much to their faults as they detract from their virtues."

The academic work is done with a thoroughness possible only to those schools having strong faculties and ample equipments. A view of the elementary subjects is given which makes them as fresh to the student as new branches. They are taught not as to children, but to men and women.

In science the most advanced methods are pursued with all of the advantages of a fine laboratory and excellent apparatus. In mathematics and in English the practical value of the work is kept constantly in view. When there is added to the more strictly academic studies the liberal training in mental philosophy and other pedagogical subjects included in the courses of study the student has a substantial preparation for any vocation. So that the young man or woman, who may not desire to make teaching a life work, will find himself possessed of a thorough education when he has finished the two years of teaching required by the state for the free tuition offered at the Normal School—a thoroughness of discipline and command of all his powers that will enable him to compete successfully in any business for the prizes of life.

The schools from which the Normal School is supplied with students cannot send forth those who are thoroughly prepared in the subject-matter of the various branches as long as it remains even approximately true that not more than one in five of the teachers in these schools has any special training for his work. While it is theoretically desirable to confine the work of Normal Schools to strictly professional subjects, the idea is not yet realizable in fact. This is the experience of all Normal Schools and has been so for fifty years.

The child asks concerning the world about him, "What is it?" The primary and intermediate schools answer by

bringing him in contact with things. The youth adds a thought and inquires, "How is it?" The high school replies by bringing things into their relations, thus introducing the scientific aspect of the world. The man asks, "Why is it?" The college makes answer by carrying the inquirer out to the philosophic ground of the objects of thought. The Normal School is neither one nor all of these. But as it must fit adult minds to teach the various grades, from the child to the man, it must deal with these several aspects of knowledge. Thus does it require of and impart to its pupils a breadth of culture in a department of thought quite as important as that covered by the college, or any technical or professional school.

This makes it necessary to give special attention to the various branches of the common school course. They need to be known not only as to fact, but alike in their scientific and philosophic phases.

2. PROFESSIONAL.

The artisan must study the quality and capacity of his material. He who trains mind must acquaint himself with its pecularities, its laws, and conditions of development. Hence the pupil is given a thorough course in Mental Science, upon which is based a full course in Methods of Teaching. The trend of this work may be seen in the Courses of Study. For the teacher, not only must the various mental and moral powers become known as objects of thought, but he must be made acquainted with the method of *training* them, of calling them into proper exercise at his will. As the musician plays upon his instrument, so does the teacher need to control the intellectual, emotional and volitional powers of his pupil. Methods of Teaching are

not, as has been conjectured, a training to formal and mechanical plans of hearing lessons, but an application of known laws of mind to instruction in the various branches. They are quite as much a part of the *scholarship* of the teacher as Physiology is a part of the learning of the physician. The subjects of School Organization and Government; the Science of Education, in which the philosophic basis of educational theories and systems is carefully sought out; the History of Education, involving, besides a general review of the subject, a careful study of the work of such men as Sturm, Loyola, Comenius, Rousseau, Locke, Pestalozzi, Froebel, Bacon and others, are included in this department.

3. PRACTICAL.

But the training of teachers would be very incomplete if it should stop with the two departments before mentioned. Just as a medical college must have its hospital and daily clinic, so must a training school for teachers supply the opportunity for putting their professional knowledge to the test. This is offered in the Training or Model School in conjunction with the Normal School. Here the pupil is set at the actual work of teaching, and is required to exemplify the most approved methods in all of his work. He is not allowed to imitate blindly what he may have seen, nor is he allowed to follow out without thought the methods he may have been taught; his work is neither experiment nor is it observation, but *bona fide* teaching, just as in the hospital the practitioner gives actual medical or surgical treatment to his patient. To this end each pupil of the third and fourth years of the course of study is set at work in the Training School where he *teaches for months.* He is en-

couraged to be original and self-controlled in all of his work, being held responsible for results. His work is daily observed by trained specialists, who direct his attention to his faults in government and instruction, and who help him in preparing his work. This plan insures the most rapid improvement in the pupil-teacher, and likewise rapid progress in the pupils whom he instructs.

The work of teaching does not mean "observation of the teaching of others," but is in addition to this. No medical college would expect to make skilled surgeons in a fortnight or even a month by having a student dissect a hand or foot only; spending one lecture period daily, and at the same time require the student to attend lectures on history, mathematics, language and architecture. Practice teaching to be most efficient must be untrammeled by student work in other subjects, and must be continued long enough to reveal and correct faults and to establish right habits of instruction and discipline.

COURSES OF STUDY.

There are two Courses of Study, the Elementary and the Advanced. The Elementary Course comprises three years, the Advanced Course four years. Both courses recognize the necessity of a broad culture in the teacher, and accordingly extend the work over as large a field in science, literature and art as time and thoroughness of work will allow. It is the settled policy of the school to raise its standard of admission from year to year, until the time shall come in which all students can devote themselves wholly to profes-

sional work. The schools of the state do not demand that teachers shall be trained in any shorter time than at present, but they need those who shall begin their training with a more thorough academic foundation. The time has already come when many of the better schools employ no teachers who have not had a course in pedagogical training. The graduates of this school are eagerly sought after for the best places at good salaries. Many are hired before graduation for the work of the following school year. Excellent schools may be assured to all young men and women of ability who complete a course in the school.

While it is presumed that a student coming to us with a diploma or certificate from another school is master of the subjects covered by it, he is held responsible for such mental ability to master new subjects as his previous course of study would indicate to be reasonable. He is also expected to seize, with a true scholar's love of knowledge, upon every opportunity for review which he may find, with the full understanding that his record here is to be the standard of our estimate of his fitness to teach. His credentials admit him, but they must be verified by his ability to do the work of the course.

The following Courses of Study for the State Normal Schools of Minnesota, were adopted by the State Normal Board, at its meeting held May 11th, 1888:

COURSES OF STUDY--NORMAL DEPARTMENT.

ELEMENTARY COURSE.

FIRST YEAR.

- Drawing
- Language—Including Syntax, Composition and Word Analysis.
- Arithmetic and Algebra.
- Physiology.
- Penmanship.
- Geography—to include Physical, Mathematical and Political.
- Botany.

SECOND YEAR.

- Psychology and Methods.
- Botany or Algebra.
- English History or Latin.
- United States History.
- English Literature or Latin.
- Book-keeping.
- Civil Government.

THIRD YEAR

- Elemental Principles of and Methods in { Arithmetic. Grammar. Geography. Reading.
- Physics.
- Chemistry.
- Psychology and Practice.
- Moral Philosophy.
- Geometry.

ADVANCED COURSE.

JUNIOR YEAR.

- Elemental Principles of and Methods in { Arithmetic. Grammar. Geography. Reading.
- Chemistry or Latin.
- Physics.
- Psychology and Practice or Latin.
- Moral Philosophy.
- Geometry.

SENIOR YEAR.

- Latin.
- Geology.
- History and Science of Education.
- Practice.
- English History and Literature.
- Astronomy.
- General History.
- Drawing.

PROFESSIONAL COURSE.

- Methods.
- Psychology.
- History and Science of Education.
- School Economy.
- Practice.
- Elemental Principles of and Methods in { Arithmetic. Grammar. Geography. Reading.
- Drawing.

Exercises in Vocal Music, Elocution, Essay Writing and Spelling will be maintained throughout the Courses of Study above described.

NOTES ON THE COURSES OF STUDY.

At the beginning of the second year a student who elects Latin, instead of English History and English Literature, is enrolled in the Advanced Course and passes through the Junior and Senior classes to graduation. If he does not take Latin he passes through the second year into the third of the Elementary Course.

FIRST YEAR.

Drawing, Language, Arithmetic and Algebra and Geography continue during the entire year. Penmanship, Botany and Physiology for a shorter period; Physiology the first and third quarters, Penmanship the second quarter, and Botany the fourth.

SECOND YEAR.

In the Advanced Course, Psychology and Methods and Latin continue throughout the year. Botany in the first quarter (this work is in structural Botany with microscopes), United States History the second and third quarters, and Book-keeping the third.

In the Elementary Course, the work is the same, except that the subjects of English History and English Literature are taken in place of Latin.

THIRD YEAR.

In the Advanced Course, Latin continues through the year. Physics, Geometry, Psychology and Moral Philosophy for the first and second quarters, and the consideration

of the Elementary Branches for the third and fourth quarters. This latter feature has proven to be a great step in advance in our work. It provides both in the Advanced and Elementary Courses the opportunity for needed review before beginning practice, a review especially valuable to the graduates of high schools. It also enables us to present the Elementary Branches from the vantage ground of an intelligent appreciation of the laws of thought.

In the Elementary Course the work consists of *one* quarter review in the elementary subjects, with Chemistry instead of Latin, the other subjects remaining much the same as in the Advanced Course for this year. The quarter gained in the Review is devoted exclusively to Practice-teaching.

NOTE.—The attention of the student who examines this Catalogue with a view of attending a Normal School is especially directed to the last point. By common consent of the leading educational men of the country, the Practice-work is regarded as incomparably the most valuable part of the course in pedagogy, the central point and great essential of all professional training.

FOURTH YEAR.

This year is the last of the Advanced Course. Latin and English History continue throughout the year. With the exception of two recitation periods, the first term is devoted to practice. The other term is divided among the various subjects of the course.

THE PROFESSIONAL COURSE.

This Course is of special interest to graduates of high schools and colleges. It consists of the strictly pedagogical branches, with practice teaching and a review of the Ele-

mentary Subjects from the *teaching point of view*. The work covers the following ground:

1. A Course in Psychology.
2. A Course in Methods.
3. A Course in History of Education.
4. A Course in School Economy.
5. A Course in Science of Education.
6. A Course in Practice Teaching.
7. A review in each of the subjects, Arithmetic, Geography, Grammar and Reading.
8. A Course of Lectures on the Kindergarten, its methods and place in a system of education.

This Course is open to any person having the necessary preparation for it. It may be completed in one year by those who have taken the full course of study in the first grade state high school, or its equivalent.

The diploma from the Advanced or Elementary Course will be granted according to the degree of entrance preparation.

Special Attention is called to the Courses of Study for the following reasons:

1. It is a distinct recognition of the fact that the work of Normal Schools should be professional rather than academic.

2. An examination of the Courses in their arrangement and extent will show that a large amount of professional work is provided. Notice that Mental Science, which all recognize as the only scientific basis of the art of teaching, is placed in the second year, before methods of teaching the various branches are begun. This gives a broad foundation of principles which become governing laws in the acquisition of the art.

In addition, the subject of the History of Education is given a prominent place. The class use Compayre's text complete, with much collateral matter drawn from other

sources. The principles and practices of the world's great teachers are carefully sought out and their formative power in the art and science of education is made known.

The Science of Education is taught mainly by lectures. Bain's "Education as a Science," Payne's "Contributions to the Science of Education," Rosmini's "Method in Education," and Plato's "Republic" are used as texts.

In the third year time is given to an advanced course in Mental Science. In this course more especial attention is paid to the Intuitions in their relation to Sense-phenomena, with a view of showing the true limitations of the objective or perceptive element in knowledge. In both courses the class use Dr. Schuyler's "Empirical and Rational Psychology," as a foundation, with much additional matter. Constant reference is had to three things: First, that since every man's practices and beliefs grow necessarily out of his philosophy or lack of philosophy of a nature of things, the student must be given a firm footing beyond the reach of skepticism; second, that he shall learn every truth with a view of determining the mental states involved in its acquisition in order that he may secure these in his pupils; and third, *a branch of study is known from the teaching point of view only as its facts are recognizable as data in the Science of Mind.* An operation in addition is as truly a fact in psychology as in arithmetic. The proper teaching of the science of pedagogy reveals this to the teacher. The *teacher* must know not mental science *and* arithmetic, but mental science *in* arithmetic.

A course of lectures on the organization, government and instruction of the school, under the general name of School Economy, gives the student the controlling principles of successful school management.

A full half year is given to the subject of detailed Methods of Instruction in the branches which involve the element of knowledge. These are not cut and dried formulas of "our way of doing things," but a careful application of the laws of mind to the arrangement and grading of work, to the art of questioning, to the acquisitive and elaborative processes, and to the recitative or reproductive states of knowledge.

In addition to this course in Methods, a careful review during the third year is given to each of the instrumental and elementary subjects. These subjects are called "instrumental" because they become the means or instruments whereby the mind increases its conquests in the domain of truth; they are called "elementary," not at all because they are easier of mastery, but rather because they include the thought-concepts, the elements, which the soul combines into ever new and ever widening relations in its further progress in knowledge. These branches thus become all inclusive when treated as professional subjects by the teacher.

Finally, a full half year is given, following all of the above preparation, to practice-teaching in the Model School. This work is done under the immediate supervision of the best trained talent with a view of aiding the student to intelligently apply the laws of mind in the actual work of the school room. It is thus not blind experimentation, trusting to "luck" that somehow the right way will at last be discovered or "hit upon," by experience, but it is scientific prevision and insight applied to work. It is work with a conscious purpose, with the advantage of a pre-formed ideal, and a definite knowledge of its conditioning laws. It is no more blind than is the work of a Faraday or a Tyndall in

natural science. Every day's work is reviewed by the critics and those who have taught the children. In these *critiques* no time is spent in discussing unimportant details, but attention is concentrated upon the laws of mind that have been observed or violated. Daily reference is made to the best books on education to satisfy the demands of a broad philosophic basis of teaching. The works of Johonnot, Richter, Rousseau, Pestalozzi, Schuyler, Hamilton, Thring, Parker, Jos. Payne, W. W. Payne, DeGraff, Tate, and others, are made familiar by use at the moment when their help is of the greatest value, that is, when there is a felt want. This course gives much experience in a short time, as it is not the quantity but the quality of this element in knowledge which determines its value.

All of this professional work, being arranged as it is in its time-relations, gives a course which must commend itself to all who appreciate the trained teacher.

For a fuller explanation of the scope and character of the work of the school, send for a copy of the "Pedagogical Outlines," which will be forwarded free of cost.

SESSIONS OF THE SCHOOL.

There are five daily sessions of the school each week, from 8:30 A. M. to 12:40 P. M.

The hours of study are from 3:00 to 5:00 and from 7:00 to 9:00 o'clock P. M. daily, except on Friday evenings and Saturday afternoons. This arrangement divides the day into two periods, that from 8:30 A. M. to 12:40 P. M., during which time the students are engaged in recitation; and that

covered by the study hours in the afternoon and evening. The strict observance of the latter period is of quite as much importance as the former. No pupil will be expected to absent himself from duty during either interval, nor will it be presumed that pupils are to be interrupted by callers or visitors during their study hours, any more than during the hours of recitation. As the spirit of the school is thoroughly loyal to this plan, any person feeling himself unable to comply cheerfully with these habits of work will not find this school congenial to him.

GENERAL EXERCISES.

Spelling, daily.

Rhetorical Exercises, daily.

Vocal Music, daily.

English Literature and Rhetoric and Written Examinations by all the classes, from 8:30 to 10:30 A. M. every Saturday.

This arrangement for examinations has been found to be very desirable, removing entirely the feeling of nervousness often engendered when several examinations are held during the same week. The plan so distributes the work that a pupil pursuing four subjects has an examination in each one once a month.

The Saturday classes in Literature and Rhetoric add greatly to the amount and efficiency of the work in the daily recitations in these subjects. It is cumulative in its effects, extending as it does throughout the three and four years without interruption. The students regard it with

especial favor. It develops a taste and culture which the same number of lessons given daily would not produce. The classes study with leisure for reading full texts from many of the great classics. Homer, Shakespeare, Dante, Milton, Scott, Dickens, Irving and Longfellow have been carefully studied. The last year is usually divided between Homer, Shakespeare and Dante.

ADMISSION.

1. The essential qualifications, of which students should be well satisfied, are their physical ability and their natural adaptation to the teacher's profession.

2. For admission to the Elementary Course, candidates must be fifteen years of age. They must pass a creditable examination in Orthography, Reading, Grammar and Language, the general Geography of the world, and Arithmetic, equivalent to the demands for a second grade certificate in these subjects. They must sign a pledge to teach two years in the schools of the state, unless prevented by circumstances beyond their control, and to report semi-annually to the President. The examinations are both written and oral—the aim being to determine the *ability* of an applicant, rather than a list of the facts he has at hand. Many persons who would pass a poor examination on questions of fact, may be the very strongest students, the most vigorous thinkers.

3. Graduates of High Schools and Colleges will be passed in subjects without examination, on the certificate of the

Principal that they have already completed them with a grade of not less than 75 per cent.

Attention is called to the following resolution of the State Normal Board, adopted at its annual meeting in June, 1884:

Resolved, That in the examination of candidates for admission to the Normal Schools, second grade county certificates shall admit to the C Class. That the certificates of the State High School Board be accepted for the subjects named, and that graduates of the State High School Course be admitted to the Professional Course without examination.

It is therefore recommended that persons expecting to attend the school, especially those at a distance, take their county examinations for second grade certificates. The result will show them whether they can enter, and may save them the expense of a trip to St. Cloud. Besides this, the school is glad to have the co-operation of the County Superintendents in supplying their schools with trained teachers.

4. Students will not be received after the beginning of a term, except upon the most satisfactory excuse. Any who cannot be present upon the first day of a term should report to the President beforehand, that their absence may be understood. Neither is it expected that students will leave before the close of a term, unless compelled to do so by circumstances beyond their control.

5. Students already entered in classes, and having no examinations to pass, are not required to be present the day of examination.

6. Examinations for entrance will be held on the first day of each quarter.

SUGGESTIONS TO APPLICANTS.

To determine your own fitness for admission to the school, ask, and be able to answer in the affirmative, the following questions:

a. Can I read fluently and with understanding?

b. Am I a good speller?

c. Can I write legibly?

d. Am I familiar with the use of the dictionary?

e. Do I understand the principle of arithmetic, and am I skillful in their application?

f. Do I habitually use, in speaking and writing, good English? Am I familiar with the proper use of capital letters, and the general rules for punctuation? Can I analyze correctly an ordinary English Sentence, classify the parts of speech, and give their office and construction?

g. Can I name and give a brief description of the continents and principal countries of the globe, locate the principal mountain ranges, rivers and cities, and can I explain, with reasonable clearness, the changes of the seasons?

These questions indicate the subjects upon which the failures of applicants are most frequent. If you have been a careful student in the elementary branches, you should be able to answer these in the affirmative, for this is the work for which the grammar and ungraded schools, and not the Normal School, should be held responsible. Every negative or doubtful answer will diminish the probability of your admission. The time spent on more advanced studies will be of little value to you, as a preparation for the work of the lower classes.

Obtain a letter from your County Superintendent, if possible, introducing you to the school. This will be all the recommendation you will need.

Bring with you, as useful for study or reference, all the text-books you have.

Students must come fully prepared to give their undivided attention to the work of the school during the entire term. The demands of school are so pressing that students cannot be permitted to engage during term time in any employment or pleasure—as taking private music lessons or attending parties or other entertainments—which is not directly connected with their work.

DISCIPLINE.

In a Normal School there should be no need of referring to the matter of discipline. Only those should come, or be admitted, who have well-formed, correct habits. This is not in any sense a reform school, and young gentlemen or young ladies who are not disposed to submit willingly and cheerfully to all the wholesome restraints found necessary for the good working and good reputation of the school, will be unhesitatingly dismissed.

We are, in a measure, responsible to the state for the character and acquirements of each pupil graduated from the school. This being the case, we are compelled to exercise the most rigid scrutiny in reference to both of these points. Offenses, that in a mere academic institution might be passed over lightly, are viewed rather as indicating the unfitness of the offender for taking charge of the training of

the children of the state. In this way it sometimes happens that pupils are advised to withdraw from the school, or are even dismissed, when no very serious charges are brought against them; they have merely convinced us that they are not suitable persons to enter the profession of teaching.

TUITION.

Tuition is *free* to all students entering the Normal Department and who sign the required pledge to teach for two years in the public schools of the state.

To all not pledged to teach, the tuition ie $30 per year.

In the Model School, $12 per year.

All tuition is payable quarterly, *strictly in advance.*

TEXT BOOKS.

Text books are furnished free of charge in all departments of the school to those who pay tuition; other students pay a uniform fee of $1.50 per term for the rental of all text books needed.

A strict account is kept of any injury done to books and a charge made therefor.

Students are allowed to purchase their books if they prefer to do so. To all such, books are sold at the lowest wholesale rates.

THE MODEL SCHOOL.

This school includes pupils of all grades from the lowest Primary up to the High School.

In its organization, its management, and in all of its appointments it furnishes to the pupils of the Normal Department a model for observation and imitation. The very rapid and thorough progress of its pupils enables the practice teacher to see what may and ought to be accomplished in any good school. A general view of the Course of Study is presented in the following outline:

Arithmetic, completed.
Geography, completed.
Language and Grammar.
Penmanship.
Drawing.
Vocal Music.
Reading.
United States History.
Elementary Science:
- Botany.
- Physiology.
- Physics.
- Natural History.
- Physical Geography.
- Mathematical Geography.

Algebra.
Geometry.
Book-keeping.
Literature.
Latin.

The entire resources of the Normal School in the way of apparatus and all educational appliances are used in the Model School. Its pupils have the full benefit of the museums, physical apparatus and laboratory.

General Information.

LOCATION.

The school is located in the city of St. Cloud, county seat of Stearns county, seventy-five miles above St. Paul. The city lies upon both the east and west banks of the Mississippi river. It is the centre of a net-work of railroads, giving it communication with all parts of the state. The Great Northern and the Northern Pacific railroads bring students direct to the city from all points within the vast territory covered by their tracks. St. Cloud is a rapidly growing city, with a present population of about ten thousand. It affords to all students good opportunities in literary, social and religious culture—all of the leading christian denominations having houses of worship here. It is one of the most beautiful and healthful cities in the state.

HISTORY.

This school was opened in September, 1869, in the hotel building known as the Stearns House. After the completion of the present spacious and beautiful structure in 1875, the old building was used as a Ladies Home. During the twenty years of its existence it has graduated four hundred and twenty students, who have returned to the state, on an

average, two and a half times the service they pledged themselves to render. Many of them have made teaching their life work. Their constantly widening experience enables them to make their labors more and more valuable to the state in raising the standard of its schools.

In addition to these, several thousand young persons have taken a partial course of training here, all of whom were thereby better qualified for the work of the school room, many, indeed, receiving such an impetus as to place them in the ranks of the best teachers.

OBJECT AND PLANS OF THE SCHOOL.

The object of the school is to train teachers for the public schools of the state. The Course of Study and all the work of the daily program are arranged with this end in view. Because of the strict adherence to this plan, no effort is made to secure students for the Academic Course alone, for, while such are admitted as tuition students, no impression is allowed to prevail that this is not strictly a *teachers' school for teachers.*

THE BUILDING.

This building occupied by this school is built of cream colored brick, and in its convenience and furnishing is believed to be second to none in the Northwest. Situated upon the high bluff overlooking the Mississippi river, the

location is no less beautiful than healthful. The whole building is heated by steam and has a thorough system of ventilation. The entire first story has been finished and furnished for the Model Department.

APPARATUS.

The collection of apparatus in the school is large and of the finest quality.

PHYSICS.

This department includes a complete set of apparatus, sufficient for all subjects in the course, containing a large air-pump, an electric machine, a whirling-table with its accessories, a fine spectroscope, large prisms, mirrors and lenses, a steam engine, a sonometer, a Ruhmkorff's coil, capable of giving a five-inch spark, a plunge battery, a fifty-cell Bunsen battery, an electric motor, suction and force pumps, a specific gravity apparatus, an aneroid barometer, a Hero's fountain, a full set of induction apparatus, an electric light, Geisseler tubes, a dissolving view stereopticon with some four hundred fine views on scientific and other subjects, a solar microscope with a full set of slides, and many other pieces, making one of the finest collections in the state. The apparatus is protected by beautiful hardwood cases, and is made use of daily in illustration of the lessons in the class room. Many pieces of apparatus were ordered direct from Europe.

CHEMISTRY.

This important subject, including both the elements and qualitative analysis, is taught by a combination of class work and laboratory practice. The student during the afternoon of each day *performs all of the experiments for himself in the laboratory*—on the following morning in the class room he reports upon his researches, and aided by teacher, text book and classmates, he corrects his judgments and prepares for the experimental work of the afternoon.

The intrinsic value of much work done by a pupil in self-experimentation is totally destroyed by *telling him beforehand of the results of his experiment, thus robbing him entirely of the stimulating pleasure of discovery.* This fatal error is studiously avoided.

All needed appliances for illustration and individual experiment are furnished free of charge.

PHYSIOLOGY.

The instruction in this subject, with its allied subjects of hygiene and anatomy, is illustrated by means of personal dissections by the class in the laboratory, with skeletons, plaster casts, models, charts and a superior MANIKIN.

The manikin was purchased in Paris, and is as fine a one as can be had in Europe. It is one of Azoux's, being a complete model of the human body in correct proportion and natural color, showing by a minute dissection every important muscle, nerve, blood-vessel and organ of the system. More than 2,000 details of anatomy are shown. It is a marvelous piece of scientific mechanism. A week's study with it is worth a term without it.

Special stress is laid upon the teaching of the effects of stimulants and narcotics, in accordance with the recent law upon this subject.

GEOLOGY AND MINERALOGY.

A carefully selected cabinet of several thousand specimens furnishes a basis for a presentation of these subjects. In these, as in all other branches, the principle that *what a student does for himself is the only real education*, is carried out. A thorough examination of specimens by the student is a necessary preparation for every lesson.

NATURAL HISTORY.

The two departments of Botany and Zoology are well supplied with specimens and appliances. A large botanical case, with two hundred apartments, has been recently added. The school is now in shape to receive and exchange specimens. It is hoped that the alumni and students will do their share in building up this important department.

LIBRARY.

A library of several thousand volumes is open to the school. A full supply of the standard reference books, dictionaries, encyclopedias, gazetteers, etc., furnishes all needed information upon subjects discussed in the class room.

A library of text books upon all subjects is open to the students, where they find help in examining the various methods presented by our standard text book authors in the different branches.

The school has been designated as a Depository of Public Documents, and now has upon its shelves 800 volumes from the Government Printing Office, many of them of great value. These are open to the public for consultation at any time during the day from 8:30 A. M. to 4:00 P. M.

READING ROOM.

The Reading Room has been fitted up by the Students' Literary Society with a carpet and chandeliers.

Both it and the Library are open daily to students during all hours of the day when they are not required to attend to the duties of the school.

BOARDING.

The Ladies Home, finished during the early fall of 1885, is an invaluable adjunct to the school. It affords the best accommodations to seventy-five young ladies, and can furnish day-board to fifty more, ladies or gentlemen. The nearness of the Home to the school makes it peculiarly desirable during the winter months, saving a long walk through the cold and snow.

The building is a credit to the state and a monument to the wisdom and foresight of the Legislature. It is built of cream-colored brick, three stories in height, 105 feet in length and 65 feet in depth, in the form of an L. The first floor is occupied by the Matron's apartments, parlors, gentlemen's waiting room, dining hall and kitchen—the two upper floors by the sleeping rooms and bath rooms. In the basement are six Ruttan furnaces, the laundry, cellar and janitor's rooms. The upper floors are connected by broad, gently-sloping stairways, each one relieved by a landing. The rooms are high and airy, the halls ample and well-lighted.

The building is heated and ventilated by the Ruttan system. All the rooms are kept at a uniform temperature of 68 to 70 degrees, *and all of the air in each room is changed as often as every 20 minutes.* The Home is lighted with gas and supplied with every convenience of the best modern homes. Large bath rooms for the use of students, with hot and cold water, are within easy access from all the rooms. The building is supplied with water from the city water mains, which insures protection in case of fire, while the most approved fire-escapes, three in number, are attached at convenient places.

The furnace-heating and gas-lighting do away with all fires on the floors of the Home, rendering the building practically fire proof.

The comfort and convenience of the young ladies at the Home has been made a matter of long and careful study, and it can be confidently said that it affords to those so fortunate as to board there all the pleasures of a home with none of the discomforts of a boarding house.

The house is furnished throughout with carpets and substantial furniture.

Rooms for students are supplied with table, chairs, carpets, bedstead, springs, mattresses, pillows, bureau, washstand, wash-bowl and pitcher, window shades, and gas-lamps with shades, and every room has a closet.

Students will provide their own napkins, towels, pillow-cases, one pair of sheets, woolen blanket, comfortable and spread. Each young lady is requested to bring a waterproof cloak, umbrella and pair of rubbers.

Each student is expected to do from thirty to sixty minutes work each day under the direction of the Matron. This

work is light housework—never including washing or scrubbing.

The most careful attention is given to all the customs of a refined home—the young ladies being taught, both by precept and example, those refinements of manner which mark the cultivated ladies of society. Inasmuch as all true courtesy and culture spring from the Golden Rule, much emphasis is placed upon the importance of governing all actions upon the principle of right and charity. The Home, as a Christian household, is thus kept free from the gossip and personalities which have their root in selfishness.

The table is supplied with an abundance of well cooked food and in ample variety. The bill of fare is equal to that upon the tables of the best families in the city. The testimony of the students in the past may be appealed to upon this matter—their unanimous verdict being one of complete satisfaction.

Such rates of boarding as this school affords, it is firmly believed, cannot be excelled by any other school in the country.

The price per week, including furnished room, light, fuel, board, use of laundry, bath rooms, and all the conveniences of the Home, is only THREE DOLLARS, payable monthly in advance. When this amount is compared with the expenses of other Boarding Halls for young ladies, it will be seen to be from fifty cents to seven dollars less per week than is usually charged elsewhere.

While most of the washing is done by steam laundries in the city, a limited amount may be done by the young ladies in the Home laundry. All of the ironing may be done by the students if they so desire. Washing costs 25 cents per dozen for the young ladies boarding at the Home.

Preference in choice of rooms will be given in the order of application. Those desiring rooms should therefore apply early.

Board can be secured in private families at from $3.50 to $5.00 per week.

GENERAL ANNOUNCEMENTS.

Students compelled by necessity (*no others should think of it*) may secure rooms for self-boarding at moderate rates.

Particular attention is called to the following points:

1. Students who do not board at home are expected to consult the President before selecting boarding places.

2. Pupils will not be allowed to board at places not approved by the Faculty of the school.

3. Ladies and gentlemen will not be allowed to board in the same family. This rule shall apply equally where the house is occupied by two or more families.

4. Permission must be obtained in every case where pupils desire to board in families where boarders are taken who are not connected with the school.

5. Brothers and sisters will be allowed to board in the same house, provided no other boarders are received into the house.

6. Students will not be expected to change their boarding places without consulting some member of the Faculty.

7. Every means will be taken to secure suitable boarding places for such students as desire this service, and families in which students board will be encouraged to report the least departure from perfectly ladylike and gentlemanly conduct.

8. Pupils may receive calls on Friday evenings from 6 to 9 o'clock, and on other days before study hours.

It is presumed that every student will see in these regulations the expressed judgment of responsible authority, and will heartily comply with not only their letter, but their spirit as well.

SIGNAL SERVICE WORK.

The school is now in connection with the State Department of the United States Signal Service Bureau. This work will be made tributary to the class instruction in science, thus giving the pupils a practical familiarity with one of the most important branches of modern scientific research. When it is remembered that 88 per cent of all the predictions of the Signal Service Bureau are fulfilled, and that the great commercial, industrial and agricultural enterprises are profoundly affected by them, nothing further need be said upon the advantages of a practical knowledge of the subject of meteorology. Being in connection with the entire department, the school will receive the results of the observations from the other signal stations.

Daily telegraphic reports are received from Washington and the signal flags are displayed both at the school and from the Grand Central Hotel in the city.

ATTENDANCE AT CHURCH.

It is expected that each student will choose a church home upon coming here, which shall meet with the approval of his parents, and that he will regularly attend upon its stated services.

CHRISTIAN ASSOCIATIONS.

The national college work of the Y. M. C. A. is represented by organized branches among both the young ladies and gentlemen. These societies have done great good. They have been a very efficient help in maintaining that high and pure standard of moral culture so essential among students who are to be teachers. Each society holds its meetings once a week regularly. In addition to these, the societies have done well in caring for many interests which have reference to the growth of Christian manhood and womanhood; such as the missionary work of the Christian church, works of benevolence and charity, Sunday afternoon classes for Bible study, etc.

HOW TO REACH THE SCHOOL.

If south of St. Paul or Minneapolis, buy your ticket to either one of these cities, and there purchase, over either the Great Northern or Northern Pacific road, a ticket to St. Cloud. Upon reaching the station take an omnibus and

tell the driver to carry you to either the Ladies Home or to the school. The buildings are but a few rods apart. Pay the driver twenty-five cents for your ride and give him your check for baggage with an order to take it to your boarding place. This will cost you twenty-five cents more. Report directly to the President at his office.

ALUMNI ASSOCIATION.

The growing strength of the association becomes more apparent every year. If the graduates but realize their opportunities, they can do much more than they now do in shaping public sentiment upon the Normal School question and in determining the policy of the state toward these institutions. The work of the Alumni Correspondence Bureau during the past year has been directed largely toward the end of rousing the members to a recognition of this fact. They have responded very well. If the association keeps an efficient secretary it can accomplish much for the school. Great care is needed upon the part of each member that he do not assume to lay his responsibility off onto others. The association ought now to be self-sustaining, quite independent of the faculty of the school, and should rise to the full dignity of such an organization as an educational force in a great state. Questions of public interest and concern should be discussed and passed upon by it. Its utterances ought to be made to carry weight, and there is no reason why it should not at once assume its proper place and influence.

This year closes the twenty-first in the school's history. At the close of the twenty-fifth, it is proposed to give a complete resume of the work of the school, especially the life it has lived in its children, the alumni. Let every member of the association resolve to contribute something to that occasion; first and most important of all resolve to be present in person. Any communication sent to "The Secretary of the Correspondence Bureau," State Normal School, St. Cloud, Minn., will reach the Bureau.

It is hoped that the Bureau may become a kind of employment and information agency between members of the association and school boards or others desiring experienced and able teachers. Already it has served this purpose well. If all are loyal to the interests of the fraternity, there is no reason to doubt the great value of the plan.

Every year increases the numbers and dignity of the association. It now numbers over four hundred.

An interesting feature of the meeting of the association held May 27, 1890, was the display of letters and photographs from the graduates. The letters had been grouped by classes and every class from the first (1871) to the last (1889), was represented by from three to fifteen letters each. Eager groups of Alumni gathered about the table to seek tidings from and to scan the features of classmates. We extract the following from the report of Mr. C. W. G. Hyde, Secretary of the Correspondence Bureau:

Reports have been received this spring from 161 graduates. These graduates have taught school in the aggregate 6,445 months since taking the pledge to teach. This is equal to 1,074 school years, an average of more than 6½ years for each one, and 752 years in excess of the time required by their pledges. The average time taught by the class of 1871 as well as that of 1876 is 13 years. More than half of those who reported are still teaching.

The following are the officers for 1890–91:

President—Miss Estelle Myers.
First Vice-President—Miss Hattie E. Dunton.
Second Vice-President—Miss Carrie Getchell.
Recording Secretary—Miss Edith Pattison.
Corresponding Secretary—Mrs. E. G. Mills.
Treasurer—Mrs. C. F. Lamb.

GENERAL REMARKS.

It is to be hoped that County Superintendents, and other friends of the Normal School, will be ready to advise those who are earnestly striving to make themselves good teachers to enter some of the departments of the school. It may also, in all kindness, be suggested that none be recommended who are not physically, mentally and morally fitted for the profession. The fact that a candidate has failed at an examination is, alone, hardly evidence that he should come to the Normal School. While it is our aim, by faithful effort, to fit our pupils for the work of teaching, even here we cannot work miracles, and there are those whom no amount of instruction and no thoroughness of training can make good teachers.

County Superintendents and all friends of education are earnestly invited to visit and inspect the workings of this school, and by their criticisms, suggestions and co-operation aid us in supplying the schools of the state with better trained teachers.

Address letters of inquiry and requests for catalogues to

PRESIDENT STATE NORMAL SCHOOL,
St. Cloud, Minnesota.


L'ÉTOILE DU NORD

UNIVERSITY OF ILLINOIS-URBANA
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